

P.N.E.U.

The Parents' Union School

For Members of the P.N.E.U. only

The programmes are for use with pupils of the School only and must not be lent.

Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL, AMBLESIDE, to whom all letters about the working of the School and the use of the programmes should be sent.

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET)

PREPARATORY CLASS

(Age 5)

Principles.

For Charlotte Mason's principles and methods particularly helpful for children of this age see: *Home Education* (P.N.E.U., 9/6); this book deals with the child's estate, brain activity, out-of-door life, habits (physical, moral and mental), the will, the conscience and the idea of God; *Parents and Children* (out of print, may be borrowed from P.N.E.U. Office), which deals with the family, truth and the eternal child (these books are carefully indexed for reference purposes); *Masterly Inactivity*, see chapter III *Home and School Education* (P.N.E.U., 7/6), most important for children of all ages, and *Concerning Children as Persons* (P.N.E.U., 1/6.)

Other Books for Parents and Teachers.

Children at Home and in the Parents' Union School, by E. Kitching (P.N.E.U., 1/6).

Children from Five to Six, by R. M. Harrison (P.N.E.U., 6d.)

Preparing the Family for the New Arrival, by Annie Proctor (Health Education, 2d.)

Answers to a Child, by D. Whitcombe (Mowbrays, 3/6).

Worship and the Modern Child, by J. H. Williams (S.P.C.K., 12/6).

Growing up in Christ, (Family Life and Family Religion) by F. Wilkinson (S.C.M., 8/6).

Group those Infants, by Grace Fleming (Nelson, 2/6). (For Teachers in Schools).

The Nervous Child, by H. C. Cameron, M.D., F.R.C.P. (Oxford Press, 12/6).

A very valuable book dealing with nursery management and the common disorders of conduct, both of childhood and of later life.

i17p2cmC/12

Stammering, by Kate Emil-Behnke (Williams and Norgate, 6/-).
Some Minor Ailments of Childhood: Hints to Mothers, by Dr. Beryl Twyman (Livingstone, 9d.)
Child Health in Warm Climates, by Dr. W. K. Blackie (Longmans, 7/6).
Hints to Mothers Travelling with Children by Land, Sea and Air, by the Hon. Mrs. Bernard James (P.N.E.U., 1/-).

METHOD

Time Table.

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of free play occupations, activities and quiet story times.

The periods on the time table must be spaced to allow time to move around, put things away and get them out, change position and so forth between periods, so that there shall be no pressure of hustle and no lack of opportunity for movement: concentrated attention should never be required of this class for more than **ten minutes** on reading, writing or number, or for more than **fifteen minutes** on stories.

With these considerations in mind the following plan is suggested: it offers a suitable variety of organised occupations for each morning; **particular attention should be paid to the arrangement: reading, writing and number should not be taken consecutively.**

Monday.—Bible, Reading, Painting, Number, Handwork, Geography, Writing.

Tuesday.—Tales, Number, Handwork, Reading, Singing Games, Writing, Nature Study.

Wednesday.—Poetry, Reading, Nature Study, Number, Handwork, History, Writing.

Thursday.—Bible, Number, Handwork, Reading, Singing Games, Writing, Tales.

Friday.—Tales, Reading, Picture Study, Number, Handwork, Nature Study, Writing.

A break for free play must be included.

There should also be activities in the afternoon such as physical exercises, outdoor nature observation, gardening, outdoor geography, as well as more listening to stories. The arrangement of these must depend largely on weather and climate. Children should be allowed to help in the house and in the care of animals.

Log Book.

A daily Log Book or Record of Work Book must be kept showing the length and content of each period, and be available for inspection by any officer of the local educational authority: for the same purpose, it is advisable to date the work in the pupil's exercise or loose-leaf books, so that they give evidence of progress made.

Box Holdall, in strong cardboard (12"×8"×2") for keeping each child's materials tidy (P.N.E.U., 1/4).

Lessons.

i17p3cmC/12

The understanding of five-year-old children varies greatly: those who are already used to being read to will be able to cover the greater part of the syllabus during a year, others will only make a beginning and may need to be told the stories at first; in either case a foundation will have been laid for the more formal lessons required of a child of six. *No narration, as such, should be required at this age*, though there will be many who will enjoy "telling back," and there could be plenty of talking about stories heard, and careful attention to important proper names, which could be pointed out and repeated aloud beforehand, so that the story may be as uninterrupted as possible. *There should be no examinations or tests.*

At this age children usually have a fine dramatic sense and acting stories or setting tableaux to illustrate them is both enjoyable and valuable. Some have also considerable ability to learn by heart and this can be put to good use, but *must not* be wasted in learning verse of a poor or transient quality; however, learning by heart should not be considered compulsory at this age.

Report.

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The Form 1B Programmes (for six-year-olds) are sent out automatically unless we hear to the contrary and therefore a term's notice is requested if a pupil is not going into 1B.

SYLLABUS

Occupations and story books are grouped under subject headings and a suitable selection should be made to include something from each group.

Bible.

Choose stories from the Bible text. See *The Little Children's Bible* (C.U.P., 3/6).

Or, *50 Favourite Bible Stories*, by Ernest H. Hayes (Carwal, 5/6).

Joseph and his Brothers, Moses the Leader, David the Shepherd Boy, and others in the same series, by D. M. McFarlan (Nelson, 1/- each).

Stories Jesus Heard, Other Stories Jesus Heard, by B. Krall (Carwal Publications, 5/- each).

The Life of Jesus of Nazareth, in the Gospel words with illustrations by W. Hole (Eyre and Spottiswoode, 30/-).

Or, *Jesus as a Boy, Jesus and the Children, Jesus in Galilee*, and others in the same series, by L. S. Elliott (Nelson, 1/- each).

Little Animals of St. Francis, by Margaret Drew (Mowbray, 6/6).

Pictures of Old and New Testament Stories.

A careful choice is necessary (see "Picture Study").

Gospel Picture Books I-VIII, by E. A. Wood (S.P.C.K., 1/3 each).

Old and New Testament Pictures (Lutterworth Press, 2d. each).

See also catalogues from Messrs. Nelson, Parkside Works, Edinburgh, and McDougall's Ed. Supply, 80-82, Gt. Junction Rd., Edinburgh.

Prayers.

Good and Gay (S.P.C.K., 5/6). *All Our Friends: a World Picture Book of Prayers*, by P. L. Garlick (C.M.S., 5/-).
My Own Picture Prayer Book (S.C.M., 3/6): a book to take to church.
For Schools: *Prayers for Children*, by B. W. Holloway (U.L.P., 2/6).

Writing.

Writing and Writing Patterns, by Marion Richardson (U.L.P., Book I, 2/-).
Booklets A and B (9d. each). Teacher's Book (4/-).

Some children may reach Book II, but plenty of careful practice in the early stages is more valuable than rapid uncertain progress. Children should be taught to trace as well as to copy; this affords excellent practice in hand control and correct holding of the writing implement which must be comfortable to hold—not too small. In order to show the purpose of handwriting, take every opportunity of putting it to practical use: a child might, for instance, enter in his "best" writing book a sentence and illustration about something he has enjoyed doing each day. He should name every picture he draws, even though, in the early stages, this will only mean writing over very faint letters put there by teacher—this habit also helps towards reading and spelling.

Implements recommended: Thick, soft, black pencil for tracing, crayons or thick coloured pencils for practice. "Learner's" pencils, black, blue and red (P.N.E.U., 6d. each).

Tales.

A Year Book of Fairy Tales, by Christine Chaundler (Mowbrays, 10/6).
Winnie the Pooh and The House at Pooh Corner, by A. A. Milne (Methuen, 9/6 each).
The Tall Book of Christmas (Edmund Ward, 10/6).
The Happy Lion Roars, by Louise Fatio (Bodley Head, 8/6).
Magic Island, by Clifford Webb (Faber, 8/6).
Monkey See, Monkey Do, by Inez Hogan (Dent, 6/6).
Jamie and Jock's Present, by John Denton (Benn, 5/-).
Snug and Serena Count Twelve, by A. Uttley (Heinemann, 10/6).
Bru the Brown Bear, by Inga Borg (Warne, 9/6).
A Book of Russian Folk Tales, told by K. Nowak (Harrap, 2/3).
Petunia takes a Trip, by R. Duvoisin (Bodley Head, 8/6).
Two by Two, by Christina Baird (Harrap, 6/6).
The Little Balloon, by Dorothy Craigie (Max Parrish, 7/6).
Cherry Stones, by Ruth Ainsworth (Heinemann, 8/6).
The Little Red Engine Goes Travelling, by Diana Rose (Faber, 8/6).
The Little Boy and His House, by S. Bone and M. Adshead (Dent, 13/6).
Lizzie in India, by M. Entwistle (E.H.P., 1/6).
The New Pet (the new baby) by Marjorie Flack (Bodley Head, 8/6).
Mr. Fairweather and His Family (introducing the subject of adoption) by Margaret Kornitzer (Bodley Head, 9/6).
John and Betty: A Road Safety Reader, 1/6 (Royal Society for Prevention of Accidents, Terminal House, 52 Grosvenor Gardens, London, S.W.1.).

History.

Days before History, by E. G. Hume (Blackie, 5/3). A picture history book from the Early Cavemen to the Early Iron Age.
Stories of Great People, Stories of Great Deeds, by K. Conyngham Greene (O.U.P., 4/3 each).
The York Histories, Book I, by R. K. & M. I. R. Polkinghorne (Bell, 4/6).
History Picture Book 2B: In The Middle Ages (Macmillan, 3/6).
Large Class Pictures (Sets A & B £5 15s. each, Set C £6 6s.).

Geography.

Parana, by Frances Mazière, *Teiva*, by Francis Mazière (Chatto and Windus, 10/6 each).
Seeing the World, Book I, latest edition, by J. H. Stembridge (O.U.P., 5/6).
Children Far and Near Series: Toto, Roberto, San, Ali and others in the same series, by W. G. Moore (Hulton, 2/9 each).
Around our World, Book I: *The World's Children*, by Maria Bayne (Chambers, 5/6).
Graphic Relief Wall Map, The World: three-dimensional effect (Philip, 25/6). *Nelson's Junior Atlas* (7/-).

For practical work: *Sand-tray*, make mountains, islands, valleys, etc.

Natural History.

Out and About Tales, by Irene Byers, Bks I and II (12 stories) (Grant, 5/- each) (or each story separately 6d. each).
Tales of the Wild Folk, by Cicely M. Rutley. A series of small booklets, each one telling, in story form, the life-history of a wild creature, e.g. *White Wings a Butterfly*, *Brock the Badger*, *Queen Wasp* (Warne, 9d each).
British Wild Animals, by George Cansdale (Wills and Hepworth, 2/6).
More Animals from Everywhere, by Clifford Webb (Warne, 11/6).
Observer's Picture Cards: Wild Flowers, British Birds, British Wild Animals (Warne, 2/6 each).
British Birds and their Nests, Books I & III, by B. Vesey-Fitzgerald (Wills and Hepworth, 2/6 each). Excellent illustrations.
Pond Life (Puffin Picture Book, 2/6).

There should be as much outdoor observation as possible. Find and name wild flowers, watch animals and birds.

See *Home Education*, Part II and *Let's Go Out*, by M. Gladding (P.N.E.U. Office, 1/6).

Keep (a) Flower, Bird and Insect lists (large sheets of paper on the walls of the school room).

(b) A Nature Diary using a Nature Note Book (P.N.E.U. Office, 8d.) with notes dictated by the children which can be read back to them, and children's brushwork drawings (only good ones) pasted in. Some children produce very good likenesses of quite difficult things before they can write and should be encouraged to try. The Nature Diary may be sent in with either the first or second report.

Number.

Nelson's Infant Number Books: Book I (1/9) (for children who cannot count), Books II—IV (1/9 each) V (2/-) *Teacher's Book* (3/9).

Or, for trained teachers, *The Colour Factor Series*, by H. A. Thompson (Heinemann, 27/6 per box). Teachers study *General Introduction*, by Seton Pollock (Heinemann, 5/-) followed by *The First Year Teacher's Handbook*, by H. A. Thompson (Heinemann, 5/-).

Number, by Mrs. I. Stephens (P.N.E.U., 6d.).

Number Lotto (E.S.A. 5/3 a set).

Picture Study (optional).

If the children are able to enjoy looking at and talking about the pictures of the artist set for the rest of the school (P.N.E.U., 5/-) they may do so (an article about each artist and the pictures is published in the *Parents' Review*); if not, let them become familiar with one or two good reproductions of masterpieces each term, if possible by the same artist, so that unconsciously they begin to associate one painter with his ideas and style. In any case all subjects should be illustrated by plenty of good pictures, actual photographs where they are applicable, and clear, simple and thoughtful illustrations in other cases; it is, however, better to have no picture at all than one which disturbs the image created in the mind of the child by a good story-teller.

The Children's Art Book, by Geoffrey Holme (Studio, 18/-) makes an excellent introduction to the appreciation of good pictures. Written for young children, with excellent illustrations, it offers ideas to those who are new to this study.

Painting.

For guidance: *The Teaching of Art*, by L. de C-Bucher (Blackie, 28/-). Contains material for a number of years, also set for Forms I—V.

The children's work should be large and bold and quickly executed in coloured crayons, or primary colours (in tins) used with large paint brushes. Little children are apt to mix up all the colours in a paint box. Use any large sheet of paper (not always white); it is quite possible to cover newspaper with a colour-wash for this purpose. If it can be arranged, allow the children to paint standing in front of a small easel or improvised support for a drawing board and to learn to walk away and look at their work from a little distance. Allow plenty of opportunity for purely imaginative work and for illustration; for instance, after hearing a story, a class of children can each paint a different incident: arrange these paintings in order and then ask them to talk about them.

Materials: (a) Magna ('tween size) Crayons (Philip and Tacey, 1/3 a packet), (b) pastels, (c) coloured pencils, brushes, tins of primary colours (P.N.E.U., 1/8 each colour). "Temperablock" Colours 2/8 each: containers 4d. each (Reeves). Painting books with large pictures and little detail should be chosen for occasional occupations.

Poetry, Songs and Music.

The Lord's Prayer.

Hymns: *Hymns and Songs for the Church Kindergarten* (S.P.C.K., 4/-).

My Own Picture Hymn Book (S.C.M., 3/6). Choose seasonable hymns which they will hear in church.

The Merry-Go-Round, a collection of Rhymes and Poems for Children, chosen by James Reeves (Heinemann, 18/-).

Mime and Rhyme (Verses and Playlets) by F. Wilkins (Blackie, 7/6).

Second Book of Verse (Ginn, 3/4).

Traditional and other Songs, Singing Games, etc.: *The Nursery Song and Picture-book*, by Winifred Barnard (R.E.P., 7/-).

Fourteen Songs from 'When we were very Young' by A. A. Milne (Methuen, 12/6).

The Oxford School Music Infant Book (O.U.P., 21/-). An excellent book for the school library, most comprehensive.

The Clarendon Class Singing Course, by Herbert Wiseman and Sydney Northcote, Book I (O.U.P., 4/6).

Punch and Judy and other Nursery Rhymes, by M.B. Anderson (O.U.P., 3/-). *Infant Music*, by Desmond Macmahon (Nelson, 4/6).

N.B. To help the teacher, two double-sided-ten-inch records in a case are issued by W. Paxton and Co., Ltd., 36-38 Dean St., London, W.1.

Sing Mother Goose, by Opal Wheeler (Publicity Products, 10/6).

Percussion band: *The Percussion Band from A to Z*, by C. Bavin (Evans, 7/6).

Some children may begin to learn an instrument.

Piano: John Thompson's *Modern Course for the Piano: Teaching Little Fingers to Play* (Chappell, 4/-), *The First Grade Book* (5/-).

For people who have no piano:—

Some suggestions for H.M.V. Records, obtainable from E.M.I. Records Ltd., 20 Manchester Square, London, W.1.

Singing Games and Party Songs (H.M.V. 7 EG 8414). *Nursery Rhyme Toys* (H.M.V. 7 EG 108) and *Records for the Percussion Band*.

Reading.

See *Home Education*, pp. 213-220. Children vary greatly in the age at which they are ready for reading, and in their rate of progress. Enjoyment and good foundations are more important at this age than rapid advance.

Printed Capital Letters. Printed Small Letters. (1/8 each box).

No Stone Unturned, by Winifred Primrose (Charles Gill and Son, 2/-).

The Beacon Readers (Ginn): *Introductory Book* (2/4) *Book 1 Part 1* (2/4) *Work Book* (10d.); *Book 1 Part 2* (2/4) *Work Book* (10d.); *Teacher's Manual* (6/6). *Reading Cards* 1—8 and 9—15 (5/10 each); For

classes only: *Beacon Flash Cards* (9/6), *Beacon Word Builders* (9/10), *Beacon Phonic Cards* (8/-), *Big Book of Beacon Pictures* (8/6).

Or, *The Primrose Path to Reading*, by W. Primrose (Smith, 3/9).

Recommended for extra reading:

Ring-o'-Roses Series, Nos. 1-48 (Cassell, 9d. each). Each book contains a complete story, e.g., *Where Are You Going?* and *Fairy Stairs*. Blackie's Easy to Read Books (1/6 each): *The Dandelion*, *The Little House in the Woods*, *Four Bad Hens*.

Some children may enjoy looking through *Children's Picture Dictionary*, by Lavinia Derwent (Collins, 10/6).

Physical Education.

This should be largely free play and out of doors whenever possible. Home schoolroom pupils often enjoy the B.B.C. programme "Music and Movement." Also recommended are *Physical Education for Infants*, by I. Munden (U.L.P., 8/6), *The Playway to Rhythmics* (Paxton, 3/-), *Movement and Song for the Five to Sevens*, ed. by J. Murray MacBain (Evans, 4/6), and *Party Games for Young Children*, by Jayne Grey (Ward Lock, 7/6).

Handwork.

Handwork should be simple and of three kinds: (a) quickly executed—a model finished in one or two lessons, (b) learning a skill, for example, sewing or knitting, (c) collective or (where there is a class) group work, for example, a model village, and friezes: see *Equip that Infant Room*, by I. Arneil (Nelson, 4/-). Use inexpensive materials and throw away unworthy work.

For general ideas: *Infant Handwork*, by I. Arneil (Nelson, 4/-) and *What the Twins Did*, by W. G. Lovell (U.L.P., 2/3).

Cutting out and pasting: make a Scrap Book of sugar paper or brown paper. Cut out pictures from catalogues, magazines etc.; where the supply of these is short, sets of scraps may be obtained from the P.N.E.U. Office (E.S.A., 3/11 a set).

The Little Scissors Man, by Constance and Alec Buckels (Macmillan, 3/9).

Modelling: Plasticine or some other good medium. Individual and group work.

Paper Tearing: torn tissue paper or newspaper silhouettes of boats, planes, animals.

A.L. Coloured Sewing Cards (E. J. Arnold, 1/7½).

Rather harder: Painting and Embroidery Quality Cards, "Inmates of the Zoo" and others in the same series (A. Davies, 1/6). *Raffia Winding*: Card-board Cylinders or Serviette Rings (1.4 per dozen, E. J. Arnold).

Things to do: *Keyway Giant Square Sticks*, assorted colours (4/4 a box, Philip and Tacey). Making patterns and matchstick people out of these provides fun.

Patternmaking: hardwood mosaics (Set A 3/5½, E.S.A.)

Bildit Junior Kit (Hughes, Freeland Ltd., 8/11).

Sand-tray and shallow bowl or bath of water indoors, or sand-pit and small pool out-of-doors: this produces ingenuity in castle building, journeys and means of transport.

BOOK SUPPLIES

All books, pamphlets, stationery and handicraft materials may be bought on receipt of remittance (including postage) from:

W. H. SMITH & SON Ltd.,
SCHOOL SUPPLIES SERVICE,
BRIDGE HOUSE, LAMBETH, LONDON, S.E. 1

All P.U.S. badges and colours obtainable from Harrods Ltd., Knightsbridge, London, S.W. 1 (remittance and postage to be sent with order).

Preparatory Programme 13.

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PREPARATORY CLASS

(3 terms' work, age 5-6)

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All books, pamphlets, stationery and handicraft materials may be bought on receipt of remittance including postage from W. H. Smith and Son, Ltd., School Supplies Service, Bridge House, Lambeth, London, S.E.1. Enclosed order form should be used.

Picture Study reproductions only obtainable from P.N.E.U. Office, Murray House, Vandon St., London, S.W.1. Send remittance including postage with order.

All P.U.S. badges and colours, which are copyright, obtainable from Harrods, Ltd., Knightsbridge, London, S.W.1. Send remittance including postage with order.

Supplies of books and materials cannot be guaranteed, and prices are subject to change without notice; therefore it is most important that orders should be sent as early as possible.

Principles.

All the work in this school is based upon the Principles and Methods of Charlotte Mason whose book *Home Education* (P.N.E.U., 9/6) should be studied. This book deals with the child's estate, brain activity, out-of-door life, habits (physical, moral and mental), the will, the conscience and the idea of God. *Home and School Education* (P.N.E.U., 7/6), chapter III, "Masterly Inactivity" is most important for children of all ages.

Concerning Children as Persons (Pamphlet, P.N.E.U., 1/6.)

Parents and Children (out of print, may be borrowed from P.N.E.U. Office), this deals with the family, truth and the eternal child.

These books are carefully indexed for reference purposes.

See also *The Story of Charlotte Mason*, by E. Cholmondeley, (Published by P.N.E.U. 17/6 to P.N.E.U. members).

Other Books for Parents and Teachers.

- Children at Home and in the Parents' Union School**, by E. Kitching (P.N.E.U., 2/-).
Children from Five to Six, by R. M. Harrison (P.N.E.U., 6d.).
School Before Five, by B. Willsher (Faber, 10/6). (Helpful also for children of 5).
Preparing the Family for the New Arrival, by Anne Proctor (Central Council for Health Education, 2d.).
Answers to a Child, by D. Whitcombe (Mowbrays, 3/6).
Worship and the Modern Child, by J. H. Williams (S.P.C.K., 7/6).
Growing up in Christ, (Family Life and Family Religion) by F. Wilkinson (S.C.M., 8/6).
Group those Infants, by Grace Fleming (Nelson, 4/-). (For Teachers in Schools).
Stammering, by Kate Emil-Behnke (Williams and Norgate, 6/-). 7/6
Some Minor Ailments of Childhood: Hints to Mothers, by Dr. Beryl Twyman (Livingstone, 9d.).
Child Health in Warm Climates, by Dr. W. K. Blackie (Longmans, 8/6).
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Or, **The Most Beautiful Story of All**, by M. Entwistle (R.E.P., 5/6).
The Star of the King, by M. Entwistle (S.C.M., 2/6).

Bible (continued)

Joseph and his Brothers, Moses the Leader, David the Shepherd Boy, and others in the same series, by D. M. McFarlan (Nelson, 1/- each).
Stories Jesus Heard, Other Stories Jesus Heard, by B. Krall (Carwal Publications, 5/- each).

The Life of Jesus of Nazareth, in the Gospel words with illustrations by W. Hole (Eyre and Spottiswoode, 30/-).

Or, Jesus as a Boy, Jesus and the Children, Jesus in Galilee and others in the same series, by L. S. Elliott (Nelson, 1/- each).

Little Animals of St. Francis by Margaret Drew (Mowbray, 6/6).

Pictures of Old and New Testament Stories.

A careful choice is necessary (see "Picture Study").

Gospel Picture Books I-VIII, by E. A. Wood (S.P.C.K., 1/3 each).

Old and New Testament Pictures (Lutterworth Press, 2d. each).

See also catalogues from Messrs. Nelson, Parkside Works, Edinburgh, and McDougall's Ed. Supply, 80-82, Gt. Junction Rd., Edinburgh.

Prayers.

Good and Gay (S.P.C.K., 5/6). **The Children's Kingdom,** by G. Watts (Blackwell, 4/6).

My Own Picture Prayer Book (S.C.M., 3/6): a book to take to church.

For Schools: **Prayers for Children** by B. W. Holloway (U.L.P., 2/6).

Writing.

Writing and Writing Patterns, by Marion Richardson (U.L.P., Book I, 2/-). Booklets A and B (9d. each). Teacher's Book (4/-). Learner's Pencils (6d. each).

1. Children begin with capital letters which they meet on bricks, in ABC books, in their own names, etc. So it is well to follow Marion Richardson in giving them the simple strokes and curves of these in Writing Patterns which they can trace and then copy, thus learning hand control and becoming accustomed to hold their thick coloured pencils confidently and comfortably.

2. Soon they are ready for the smaller letters, the patterns giving them ample practice in the formation of each, and adding interest of colour and form to counteract the tedium of repetition. An easy individual style develops from these beginnings.

3. The simple shape is next given a joiner or 'tail' to use in linking it to the next letter in current script. The letters of a word are now joined and the child can label his drawings, writing titles and captions. Now numberless opportunities will offer themselves for him to exercise his new skill independently and associated with his Reading. His work must always display the greatest care and the maximum effort of which he is capable.

Tales.

To Read and to Tell (Folk and Fairy Tales) by N. Montgomerie (Bodley Head, 18/-).

Fairy Tales of Long Ago, ed. by M. C. Carey (Dent, Children's Illustrated Classics, 10/6).

Winnie the Pooh and The House at Pooh Corner, by A. A. Milne (Methuen, 10/6 each).

Traveller's Joy, by U. Hourihane (Methuen, 9/6).

Tramper the Elk, by Inga Berg (Warne, 10/6).

Tales (continued)

Little Bear's Visit, by E. H. Minarik, **The Happy Birthday Present,** by J. Heilbroner ("I can read" series, World's Work, 10/6 each).

Snug and Serena Count Twelve, by A. Uttley (Heinemann, 10/6).

Six and Twenty Tales, by P. Stack (Faber, 8/6).

The Tea Shop by the Water and other tales, by M. A. Walls (Harrap, 8/6).

The New Pet (the new baby) by Marjorie Flack (Bodley Head, 8/6).

Mr. Fairweather and His Family (introducing the subject of adoption) by Margaret Kornitzer (Bodley Head, 9/6).

John and Betty: A Road Safety Reader, 1/6 (Royal Society for Prevention of Accidents, Terminal House, 52 Grosvenor Gardens, London, S.W.1.).

History.

Days before History, by E. G. Hume (Blackie, 5/6). A picture history book from the Early Cavemen to the Early Iron Age.

Stories of Great People, Stories of Great Deeds, by K. Conyngham Greene (O.U.P., 4/6 each).

The York Histories, Book I, by R. K. & M. I. R. Polkinghorne (Bell, 4/6).

History Picture Book 3B: Years of Learning and Adventure (Macmillan, 3/6).

Large Class Pictures Sets 1 & 2 (£5 15s. each with reference book), Set 3 (£5), reference book (20/-).

Geography.

Looking at Other Children, Book I, by J. & D. Gadsby (Black, 5/-).

Sia Lives on Kilimanjaro, by A. Riwkin-Brick (Methuen, 10/6) and others in the "Children Everywhere" Series.

Seeing the World, Book I, latest edition, by J. H. Stembridge (O.U.P., 5/6).

Children Far and Near Series: Toto, Roberto, San, Ali and others in the same series, by W. G. Moore (Hulton, 2/9 each).

Around our World, Book I: The World's Children, by Maria Bayne (Chambers, 5/6).

Graphic Relief Wall Map, The World: three dimensional effect (Philip, 25/6). **Nelson's Junior Atlas** (7/-).

For practical work: Sand-tray, make mountains, islands, valleys, etc.

Natural History.

Out and About Tales, by Irene Byers, Bks I and II (12 stories) (Grant, 5/- each) (or each story separately 6d. each).

Tales of the Wild Folk, by Cicely M. Rutley. A series of small booklets, each one telling, in story form, the life-history of a wild creature, e.g. **White Wings a Butterfly, Brock the Badger, Queen Wasp** (Warne, 9d each).

British Wild Animals, by George Cansdale (Wills and Hepworth, 2/6).

More Animals from Everywhere, by Clifford Webb (Warne, 10/6).

Observer's Picture Cards: Wild Flowers, British Birds, British Wild Animals (Warne, 2/6 each).

British Birds and their Nests, Books I & III, by B. Vesey-Fitzgerald (Wills and Hepworth, 2/6 each). Excellent illustrations.

Mother Nature's Water Creatures (Warne, 3/-).

For Malayan animals and plants: **Science and Nature, Book I** (Federal Publication designed for Primary Schools in Malaya, to be obtained locally).

There should be as much outdoor observation as possible. Find and name wild flowers, watch animals and birds.

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Natural History (continued)

See **Home Education**, Part II and **Let's Go Out**, by M. Gladding (P.N.E.U. 2/-).

Keep (a) Flower, Bird and Insect lists (large sheets of paper on the walls of the school room).

(b) A Nature Diary using a Nature Note Book (9d.) with notes dictated by the children which can be read back to them, and children's brush-work drawings (only good ones) pasted in. Some children produce very good likenesses of quite difficult things before they can write and should be encouraged to try. The Nature Diary may be sent in with either the first or second report.

Number.

Nelson's Infant Number Books: Book I (1/10) (for children who cannot count), Books II—IV (1/10 each) V (2/-) **Teacher's Book** (3/9).

Or, for trained teachers, **Colour-Factor Mathematics**, by H. A. Thompson (Heinemann, 26/6 per box) and **The First Year, Parts 1 and 2** (5/- each). Teachers should study **General Introduction**, by Seton Pollock (Heinemann, 5/-), followed by **The First Year Teachers' Handbook** (Heinemann, 5/-).

Play Ideas: Activity Books: **Teach Me Numbers, Teach Me More Numbers** (Chatto & Windus, 6/- each).

Number, by Mrs. I. Stephens (P.N.E.U., 6d.).

Number Lotto (E.S.A. 5/3 a set).

Picture Study (optional).

If the children are able to enjoy looking at and talking about the pictures of the artist set for the rest of the school (6/6, only from P.N.E.U. Office, Murray House, Vandon Street, London, S.W.1) they may do so (an article about each artist and the pictures is published in the **Parents' Review**); if not, let them become familiar with one or two good reproductions of masterpieces each term, if possible by the same artist, so that unconsciously they begin to associate one painter with his ideas and style. In any case all subjects should be illustrated by plenty of good pictures, actual photographs where they are applicable, and clear, simple and thoughtful illustrations in other cases; it is, however, better to have no picture at all than one which disturbs the image created in the mind of the child by a good story-teller.

The Children's Art Book, by Geoffrey Holme (Studio, 18/-) makes an excellent introduction to the appreciation of good pictures. Written for young children, with excellent illustrations, it offers ideas to those who are new to this study.

Painting.

For guidance: **An Experiment in Education**, by S. Marshall (C.U.P., 25/-): see pages 80-126. **The Teaching of Art**, by L. de C-Bucher (Blackie, 28/-): contains material for a number of years, also set for Forms I—V.

The children's work should be large and bold and quickly executed in coloured crayons, or primary colours (in tins) used with large paint brushes. Little children are apt to mix up all the colours in a paint box. Use any large sheet of paper (not always white); it is quite possible to cover newspaper with a colour-wash for this purpose. If it can be arranged, allow the children to paint standing in front of a small easel or improvised support for a drawing board and to learn to walk away and look at their work from a little distance. Allow plenty

of opportunity for purely imaginative work and for illustration; for instance, after hearing a story, a class of children can each paint a different incident: arrange these paintings in order and then ask them to talk about them.

Materials: (a) "Finart" Crayons (8d. a packet), (b) pastels, (c) coloured pencils, brushes, tins of primary colours (1/8 and 2/6 each colour). "Tempera-block Colours" 2/4 each, containers 4d. each (Reeves). Painting books with large pictures and little detail should be chosen for occasional occupations.

Poetry, Songs and Music.

The Lord's Prayer.

Hymns: **Hymns and Songs for the Church Kindergarten** (S.P.C.K., 5/-). Choose seasonable hymns which they will hear in church.

The Merry-Go-Round, a collection of Rhymes and Poems for Children, chosen by James Reeves (Heinemann, 21/-).

Mime and Rhyme (Verses and Playlets) by F. Wilkins (Blackie, 8/-).

The Oxford Books of Verse for Juniors, chosen by J. Britton, **Book I** (5/-), **Book II** (6/-).

Blackwell's Junior Poetry Books, chosen by E. Owen, **Books I and II** (4/6 each).

Traditional and other Songs, Singing Games, etc.: **The Nursery Song and Picture Book** by Winifred Barnard (R.E.P., 7/-).

Fourteen Songs from 'When we were very Young' by A. A. Milne (Methuen, 12/6).

The Oxford School Music Infant Book (O.U.P., 21/-). An excellent book for the school library, most comprehensive.

The Clarendon Class Singing Course, by Herbert Wiseman and Sydney Northcote, **Book I** (O.U.P., 4/6).

Punch and Judy and other Nursery Rhymes, by M.B. Anderson (Augener, 3/-).

Infant Music by Desmond Macmahon (Nelson, 5/-).

N.B. To help the teacher, two double-sided-ten-inch records in a case are issued by W. Paxton and Co., Ltd., 36-38 Dean St., London, W.1.

Percussion band: **The Percussion Band from A to Z**, by C. Bavin (Evans, 9/6).

Some children may begin to learn an instrument.

Piano: **John Thompson's Modern Course for the Piano: Teaching Little Fingers to Play** (Chappell, 4/-), **The First Grade Book** (5/-). **Ten Nursery Rhymes for Four Little Hands, Ten More Nursery Rhymes for Four Little Hands**, by E. Belchamber (Chappell, 3/6 each).

For people who have no piano:—

Some suggestions for H.M.V. Records, obtainable from E.M.I. Records Ltd., 20 Manchester Square, London, W.1.

Singing Games and Party Songs (H.M.V. 7 EG 8414). **Nursery Rhyme Toys** (H.M.V. 7 EG 108) and **Records for the Percussion Band**.

Reading.

See **Home Education** pp. 213-220. Children vary greatly in the age at which they are ready for reading, and in their rate of progress. Enjoyment and good foundations are more important at this age than rapid advance. Encouragement to ensure confidence is absolutely essential.

Printed Capital Letters. Printed Small Letters. (1/8 each box).

No Stone Unturned, by Winifred Primrose (Charles Gill and Son, 2/-).

Reading (continued)

Untrained Infant Teachers are advised to buy **Teachers' Handbook for Old Lob Approach** (Ginn, 9/6). **The Old Lob Series: Picture Book*** (2/6). **At Old Lob's*** (2/6), corresponding **Work Book*** (10d.). **The Move*** (3/-), corresponding **Work Book*** (10d.). **Supplementary Readers to The Move: A Visit to Updown***, and **What Happened at Updown***, by C. C. Falconer (3/8 each).

For classes only: **Old Lob Cards** (16/9), **Beacon Phonic Cards (Red Set)** 9/-, **Lob Cards C** (7/8), **Big Book of Old Lob Pictures** (6/4).

Or, **The Primrose Path to Reading**, by W. Primrose (Smith, 3/9).

For extra reading:

Blackie's Easy to Read Books (2/- each): (32) **Jack a Dandy**, (35) **The Cherry Cobbler**, (36) **Little Hoo tries to help**. **Ladybird Learning to Read Books** by M. E. Gagg (Wills & Hepworth, 2/6 each).

Some children may enjoy looking through **Children's Picture Dictionary**, by Lavinia Derwent (Collins, 12/6).

Physical Education.

This should be largely free play and out of doors whenever possible. Home schoolroom pupils often enjoy the B.B.C. programme "Music and Movement." Also recommended are **Physical Education for Infants**, by I. Munden (U.L.P., 8/6). **The Playway to Rhythmics** (Paxton, 4/6). **Movement and Song for the Five to Sevens**, ed. by J. Murray MacBain (Evans, 6/-). and **Party Games for young Children**, by Jayne Grey (Ward Lock, 7/6).

Handwork.

Handwork should be simple and of three kinds: (a) quickly executed—a model finished in one or two lessons, (b) learning a skill, for example, sewing or knitting, (c) collective or (where there is a class), group work, for example a model village, and friezes: see **Equip that Infant Room**, by I. Arneil (Nelson, 4/-). Use inexpensive materials and throw away unworthy work. Freedom to experiment and improvise is more important at this stage than neatly executed finished productions. Self-confidence and ingenuity are to be encouraged.

For general ideas: **Infant Handwork**, by I. Arneil (Nelson, 4/-).

Cutting out and pasting: make a Scrap Book of sugar paper or brown paper. Cut out pictures from catalogues, magazines etc.; where the supply of these is short, sets of scraps may be obtained (E.S.A., 3/11 a set).

The Little Scissors Man, by Constance and Alec Buckels (Macmillan, 3/9).

Modelling: Plasticine or some other good medium. Individual and group work.

Paper Tearing: torn tissue paper or newspaper silhouettes of boats, planes, animals.

Rag Bag Toys (Dryad, 3/6).

Make objects from boxes and other waste material.

Cardboard Cylinders or Serviette Rings (1/4 per dozen, E. J. Arnold).

Things to do: **Keyway Square Sticks** (T.N., 11-6) assorted colours (6/7 a box, Philip and Tacey). Making patterns and matchstick people out of these provides fun.

Patternmaking: hardwood mosaics (Set A 3/5½, E.S.A.)

Sand-tray and shallow bowl or bath of water indoors, or sand-pit and small pool out-of-doors: this produces ingenuity in castle building, journeys and means of transport.

Preparatory Class.

L 14.

(3 terms' work, age 5 - 6).

The P.N.E.U. School

For Members of the P.N.E.U. only

The programmes are for use with pupils of the School only and must not be lent.

Address: THE DIRECTOR,
THE PARENTS' NATIONAL EDUCATIONAL UNION SCHOOL,
AMBLESIDE,

to whom all letters about the working of the School and the use of the programmes should be sent.

Motto: "*I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET)

BOOK SUPPLIES

All books, pamphlets, stationery and handicraft materials may be bought on receipt of remittance including postage from W. H. Smith and Son, Ltd., School Supplies Service, Bridge House, Lambeth, London, S.E.1. Enclosed order form should be used.

Picture Study reproductions only obtainable from P.N.E.U. Office, Murray House, Vandon St., London, S.W.1. Send remittance including postage with order. Metal badges (copyright) should also be ordered, with remittance, from P.N.E.U. Office (3/- each, postage 9d per dozen).

Woven School badges and colours, which are copyright, obtainable from Harrods, Ltd., Knightsbridge, London, S.W.1. Send remittance including postage with order.

Supplies of books and materials cannot be guaranteed, and prices are subject to change without notice; therefore it is most important that orders should be sent as early as possible.

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Principles.

All the work in this school is based upon the Principles and Methods of Charlotte Mason whose books should be studied.

Home Education (P.N.E.U., 9/6) deals with the child's estate, brain activity, out-of-door life, habits (physical, moral and mental), the will, the conscience and the idea of God.

Home and School Education (P.N.E.U., 7/6). Chapter III, "Masterly Inactivity," is most important for children of all ages.

Concerning Children as Persons (Pamphlet, P.N.E.U., 1/6).

Parents and Children (out of print, may be borrowed from P.N.E.U. Office), deals with the family, truth and the eternal child.

These books are carefully indexed for reference purposes.

See also **The Story of Charlotte Mason**, by E. Cholmondeley, (Published by P.N.E.U., 7/6).

Other Books for Parents and Teachers.

Children at Home and in the Parents' Union School, by E. Kitching (P.N.E.U., 4/-).

Children from Five to Six, by R. M. Harrison (P.N.E.U., 6d).

School Before Five, by B. Willsher (Faber, 10/6). (Helpful also for children of 5).

How the Baby Came, How the Baby Grew an Inch, by Dorothy Allan and Marie Neurath (Heinemann, 10/6 each).

Answers to a Child, by D. Whitcombe (Mowbray, 3/6).

Worship and the Modern Child, by J. H. Williams (S.P.C.K., 7/6).

Growing up in Christ, (Family Life and Family Religion) by F. Wilkinson (S.C.M., 8/6).

Stammering, by Kate Emil-Behnke (Benn, 7/6).

Some Minor Ailments of Childhood: Hints to Mothers, by Dr. Beryl Twyman (Livingstone, 9d.).

Child Health in Warm Climates, by Dr. W. K. Blackie (Longmans, 8/6).

Hints to Mothers Travelling with Children by Land, Sea and Air, by the Hon. Mrs. Bernard James (P.N.E.U., 1/-).

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METHOD

Time Table.

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of free play occupations, activities and quiet story times.

The periods on the time table must be spaced to allow time to move around, put things away and get them out, change position and so forth between periods, so that there shall be no pressure of hustle and no lack of opportunity for movement: concentrated attention should never be required of this class for more than **ten minutes** on reading, writing or number, or for more than **fifteen minutes** on stories.

With these considerations in mind the following plan is suggested: it offers a suitable variety of organised occupations for each morning; **particular attention should be paid to the arrangement: reading, writing and number should not be taken consecutively.**

Monday.—Bible, Reading, Painting, Break, Number, Handwork, Geography, Writing.

Tuesday.—Tales, Number, Handwork, Break, Reading, Singing Games, Writing, Nature Study.

Wednesday.—Poetry, Reading, Nature Study, Break, Number, Handwork, History, Writing.

Thursday.—Bible, Number, Handwork, Break, Reading, Singing Games, Writing, Tales.

Friday.—Tales, Reading, Picture Study, Break, Number, Handwork, Nature Study, Writing.

A break for free play must be included as shown above.

There should also be activities in the afternoon such as physical exercises, outdoor nature observation, gardening, outdoor geography, as well as more listening to stories. The arrangement of these must depend largely on weather and climate. Children should be allowed to help in the house and in the care of animals.

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Record of Work Book.

A daily Record of Work Book must be kept showing the length and content of each period, and be available for inspection by any officer of the local education authority: for the same purpose, it is advisable to date the work in the pupil's exercise or loose-leaf books, so that they give evidence of progress made.

Lessons.

The understanding of five-year-old children varies greatly; those who are already used to being read to will be able to cover the greater part of the syllabus during a year, others will only make a beginning and may need to be told the stories at first; in either case a foundation will have been laid for the more formal lessons required of a child of six. **No narration, as such, should be required at this age,** though there will be many who will enjoy "telling back," and there could be plenty of talking about stories heard, and careful attention to important proper names, which could be pointed out and repeated aloud beforehand, so that the story may be as uninterrupted as possible. **There should be no examinations or tests.**

At this age children usually have a fine dramatic sense, and acting stories or setting tableaux to illustrate them is both enjoyable and valuable. Some have also considerable ability to learn by heart and this can be put to good use by learning verse of good quality; however, learning by heart should not be considered compulsory at this age.

Consult and use Explanatory Leaflet W.

Report.

A Report Form is sent with this programme to be filled in and returned to the Director after not less than ten weeks' use of the programme. The Record Book entry should show the ground covered and progress made for all activities or lessons for one particular yet normal day. It will be returned with comments added. If the programme is used for a whole year, a second report will be required. Both reports may be submitted at any time during the year, provided that each one represents not less than ten weeks' work. If the school year is divided into three terms it is advisable to send in reports at the end of any two of these terms.

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The Form 1B Programmes (for six-year-olds) are sent out automatically unless we hear to the contrary and therefore a term's notice is requested if a pupil is not going into 1B.

SYLLABUS

Occupations and story books are grouped under subject headings, and a suitable selection should be made to include something from each group.

Bible.

Choose stories from the Bible text. See **The Little Children's Bible** (C.U.P., 4/6).

Or, The Most Beautiful Story of All, by M. Entwistle (R.E.P., 5/6).

The Star of the King, by M. Entwistle (S.C.M., 2/6).

Joseph and his Brothers, Moses the Leader, David the Shepherd Boy, and others in the same series, by D. M. McFarlan (Nelson, 1/- each).

Stories Jesus Heard, Other Stories Jesus Heard, by B. Krall (R.E.P., 5/- each).

The Life of Jesus of Nazareth, in the Gospel words, with illustrations by W. Hole (Eyre and Spottiswoode, 30/-).

Or, Jesus as a Boy, Jesus and the Children, Jesus in Galilee, and others in the same series, by L. S. Elliott (Nelson, 1/- each).

Little Animals of St. Francis, by Margaret Drew (Mowbray, 4/-).

Pictures of Old and New Testament Stories.

A careful choice is necessary (see "Picture Study").

Gospel Picture Books I-VIII, by E. A. Wood (S.P.C.K., 1/3 each).

Old and New Testament Pictures (Lutterworth Press, 2d. each).

See also catalogues from Messrs. Nelson, Parkside Works, Edinburgh, and McDougall's Ed. Supply, 80-82, Gt. Junction Rd., Edinburgh.

Prayers.

Good and Gay (S.P.C.K., 5/6). **The Children's Kingdom**, by G. Watts (Blackwell, 4/6).

For Schools: **Prayers for Children** by B. W. Holloway (U.L.P., 2/6).

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Writing.

Writing and Writing Patterns, by Marion Richardson (U.L.P., Book I, 2/-). Booklets A and B (9d. each). **Teacher's Book** (4/-).

Or, Everyday Writing, by Ruth Fagg (U.L.P.) **Book I** (2/6) **Teacher's Book** (6/-).
Learner's Pencils (6d. each).

Tales.

To Read and to Tell (Folk and Fairy Tales) by N. Montgomerie (Bodley Head, 18/-).

Fairy Tales of Long Ago, ed. by M. C. Carey (Dent, Children's Illustrated Classics, 10/6).

Winnie the Pooh and The House at Pooh Corner, by A. A. Milne (Methuen, 10/6 each).

Geta and the Village School, by Parvathi Thampi (Gollancz, 10/6).

Tell Me Some More, by Crosby Newell Bonsall, **The Secret Three**, by Mildred Myrick ("I can read" series, World's Work, 10/6 each).

Snug and Serena Count Twelve, by A. Uttley (Heinemann, 10/6).

Six and Twenty Tales, by P. Stack (Faber, 8/6).

Bobo and the Crocodile, by Nova Rock (Warne, 7/6).

The New Pet (the new baby) by Marjorie Flack (Bodley Head, 8/6).

Mr. Fairweather and His Family (introducing the subject of adoption) by Margaret Kornitzer (Bodley Head, 9/6).

John and Betty: A Road Safety Reader, 1/6 (Royal Society for Prevention of Accidents, Terminal House, 52 Grosvenor Gardens, London, S.W.1.).

History.

Days before History, by E. G. Hume (Blackie, 5/6). A picture history book from the Early Cavemen to the Early Iron Age.

Stories of Great People (6/-), **Stories of Great Deeds**, by K. Conyngham Greene (O.U.P., 4/6).

The York Histories, Book I, by R. K. & M. I. R. Polkinghorne (Bell, 4/6).

History Picture Book 4B: We Become a Great Nation (Macmillan, 3/9).

Large Class Pictures Sets 1 & 2 (£5 15s. each with reference book), **Set 3** (£5), reference book (20/-).

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Geography.

Looking at Other Children, Book I, by J. & D. Gadsby (Black, 5/-).

Seeing the World, Book I, latest edition, by J. H. Stembridge (O.U.P., 5/6).

Children Far and Near Series: Toto, Roberto, San, Ali and others in the same series, by W. G. Moore (Hulton, 2/9 each).

Around our World, Book I: The World's Children, by Maria Bayne (Chambers, 5/6).

Graphic Relief Wall Map, The World: three-dimensional effect (Philip, 25/6). **Nelson's Junior Atlas** (7/-).

For practical work: Sand-tray, make mountains, islands, valleys, etc.

Natural History.

Out and About Tales, by Irene Byers, Bks I and II (12 stories) (Grant, 5/- each) (or each story separately 6d. each).

Looking at Nature, Book I, by Elsie Proctor (Black, 6/6).

British Wild Animals, by George Cansdale (Wills and Hepworth, 2/6).

Seven Wild Animals, Seven Insects, Seven Reptiles, Seven Sea Creatures, by Edna Johnson (Blackwell, 8/- a set of 4).

Observer's Picture Cards: Wild Flowers, British Birds, British Wild Animals (Warne, 2/6 each).

British Birds and their Nests, Books I & III, by B. Vesey-Fitzgerald, **The Ladybird Book of the Seashore and Seashore Life** (Wills and Hepworth, 2/6 each). Excellent illustrations.

More Animals from Everywhere, by Clifford Webb (Warne, 10/6).

Mother Nature's Water Creatures (Warne, 3/-).

For Malayan animals and plants: **Science and Nature, Book I** (Federal Publication designed for Primary Schools in Malaya, to be obtained locally).

There should be as much outdoor observation as possible. Find and name wild flowers, watch animals and birds.

See **Home Education, Part II** and **Let's Go Out**, by M. Gladding (P.N.E.U., 2/-).

Keep (a) Flower, Bird and Insect lists (large sheets of paper on the walls of the school room).

(b) A Nature Diary using a **Nature Note Book** (9d.) with notes, dictated by the children, which can be read back to them, and children's brushwork drawings (only good ones) pasted in. Some children produce very good likenesses of quite difficult things before they can write, and should be encouraged to try. The Nature Diary may be sent in with either the first or second report.

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Number.

Nelson's Infant Number Books: Book I (for children who cannot count, 2/-) Book II (2/-), Book III (2/5), Books IV and V (3/- each). **Teacher's Book** (4/-).

Or, **Colour-Factor Mathematics**, by H. A. Thompson (Heinemann, 23/6 per box) and **Colour-Factor in Action**, by Leslie Foster (Heinemann) **Stage 1** (4/-), **Stage 2** (5/-), **Teacher's Book** (7/6).

Play Ideas: Activity Books: **Teach Me Numbers, Teach Me More Numbers** (Chatto & Windus, 6/- each).

Number, by Mrs. I. Stephens (P.N.E.U., 6d.).

Number Lotto (E.S.A., 6/8 a set).

Picture Study (optional).

If the children are able to enjoy looking at and talking about the pictures of the artist set for the rest of the school (6/6, only from P.N.E.U. Office, Murray House, Vandon Street, London, S.W.1) they may do so (an article about each artist and the pictures is published in the **Parents' Review**); if not, let them become familiar with one or two good reproductions of masterpieces each term, if possible by the same artist, so that unconsciously they begin to associate one painter with his ideas and style. In any case all subjects should be illustrated by plenty of good pictures, actual photographs where they are applicable, and clear, simple and thoughtful illustrations in other cases; it is, however, better to have no picture at all than one which disturbs the image created in the mind of the child by a good story-teller.

The Children's Art Book, by Geoffrey Holme (Studio, 25/-) makes an excellent introduction to the appreciation of good pictures. Written for young children, with excellent illustrations, it offers ideas to those who are new to this study.

Painting.

For guidance: **An Experiment in Education**, by S. Marshall (C.U.P., 25/-): see pages 80-126. **The Teaching of Art**, by L. de C-Bucher (Blackie, 28/-): contains material for a number of years, is also set for Forms I—V.

Method.

The children's work should be large and bold and quickly executed in coloured crayons, or primary colours (in tins) used with large paint brushes. Little children are apt to mix up all the colours in a paint box. Use any large sheet of paper (not always white); it is quite possible to cover newspaper with a colour-wash for this purpose. If it can be arranged, allow the children to paint standing in front of a small easel or improvised support for a drawing board and to learn to walk

away and look at their work from a little distance. Allow plenty of opportunity for purely imaginative work and for illustration; for instance, after hearing a story, a class of children can each paint a different incident: arrange these paintings in order and then ask the children to talk about them. Materials: (a) "Finart Crayons" (8d. a packet), (b) pastels, (c) coloured pencils, brushes, tins of primary colours (1/8 and 2/6 each colour). "Temperablock Colours" 2/4 each, containers 4d. each (Reeves). Painting books with large pictures and little detail should be chosen for occasional occupations.

Poetry, Songs and Music.

The Lord's Prayer.

Hymns: **Hymns and Songs for the Church Kindergarten** (S.P.C.K., with music 7/6, words only 1/6).

Choose seasonable hymns which they will hear in church.

The Merry-Go-Round, a collection of Rhymes and Poems for Children, chosen by James Reeves (Heinemann, 18/-).

Mime and Rhyme (Verses and Playlets) by F. Wilkins (Blackie, 8/-).

The Oxford Books of Verse for Juniors, chosen by J. Britton, **Book I** (5/6), **Book II** (6/6).

Blackwell's Junior Poetry Books, chosen by E. Owen, **Books I and II** (4/6 each).

Traditional and other Songs, Singing Games, etc.: **The Nursery Song and Picture Book**, by Winifred Barnard (R.E.P., 7/-).

Fourteen Songs from 'When we were very Young' by A. A. Milne (Methuen, 12/6).

The Oxford School Music Infant Book (O.U.P., 21/-). An excellent book for the school library, most comprehensive.

The Clarendon Class Singing Course, by Herbert Wiseman and Sydney Northcote, **Book I** (O.U.P., 4/6).

Punch and Judy and other Nursery Rhymes, by M. B. Anderson (Augener, 3/-).

Infant Music by Desmond Macmahon (Nelson, 5/-).

N.B. To help the teacher, two double-sided ten-inch records in a case are issued by W. Paxton and Co., Ltd., 36-38 Dean St., London, W.1.

Percussion band: **The Percussion Band from A to Z**, by C. Bavin (Evans, 9/6).

Some children may begin to learn an instrument.

Piano: John Thompson's **Modern Course for the Piano: Teaching Little Fingers to Play** (Chappell, 4/-), **The First Grade Book** (6/-). **Ten Nursery Rhymes for Four Little Hands, Ten More Nursery Rhymes for Four Little Hands**, by E. Belchamber (Chappell, 3/6 each).

219 p10 cm c112

For people who have no piano:—

Some suggestions for H.M.V. Records, obtainable from E.M.I. Records Ltd., 20 Manchester Square, London, W.1.

Singing Games and Party Songs (H.M.V. 7 EG 8414). **Nursery Rhyme Toys** (H.M.V. 7 EG 108) and **Records for the Percussion Band**.

Reading.

See **Home Education** pp. 213-220. Children vary greatly in the age at which they are ready for reading, and in their rate of progress. Enjoyment and good foundations are more important at this age than rapid advance. Encouragement to ensure confidence is absolutely essential.

Printed Capital Letters. Printed Small Letters. (1/8 each box).

No Stone Unturned, by Winifred Primrose (Charles Gill and Son, 2/-).

Teachers' Handbook for Old Lob Approach (Ginn, 8/6). **The Old Lob Series: Picture Book** (2/6), **At Old Lob's** (2/6), corresponding **Work Book** (10d.). **The Move** (3/-), corresponding **Work Book** (10d.). Supplementary Reader to **The Move: What Happened at Updown**, by C. C. Falconer (3/8).

For classes only: **Old Lob Cards** (16/9), **Beacon Phonic Cards (Red Set)** (9/-), **Lob Cards C** (7/8), **Big Book of Old Lob Pictures** (6/4).

Or, **The Happy Venture Readers**, by Fred Schonell (Oliver and Boyd) **Introductory Book** (2/3), **Book 1** (2/9), **Book 2** (3/3), **Workbooks** for each Reader (2/2½ each). **Teacher's Manual** (10/6).

Flash Cards; for **Introductory Book** (words) 3/3, for **Introductory Book** and **Book 1** (sentences) 4/9.

For other material, colouring books, film strips, puzzles, etc. see catalogue, from Messrs Oliver and Boyd, Tweeddale Court, Edinburgh, 1.

Or, **The Primrose Path to Reading**, by W. Primrose (Smith, 3/9).

For extra reading:

Little Story Books by Jean Marshall: **Ducks on the Train**, **Ducks Go to the Orchard**, **Ducks in the Village**, **A Pond for the Ducks** (Warne, 1/9 each).

Ladybird Learning to Read Books by M. E. Gagg (Wills & Hepworth, 2/6 each).

Some children may enjoy looking through **Children's Picture Dictionary**, by Lavinia Derwent (Collins, 15/-).

Physical Education.

219 p11 cm c112

This should be largely free play and out of doors whenever possible. Home schoolroom pupils often enjoy the B.B.C. programme "Music and Movement." Also recommended are **Physical Education for Infants**, by I. Munden (U.L.P., 8/6), **The Playway to Rhythmics** (Paxton, 4/6), **Movement and Song for the Five to Sevens**, ed. by J. Murray MacBain (Evans, 6/-), and **Party Games for young Children**, by Jayne Grey (Ward Lock, 3/6).

Handwork.

Handwork should be simple and of three kinds:

(a) quickly executed—a model finished in one or two lessons, (b) learning a skill, for example, sewing or knitting, (c) collective or (where there is a class), group work, for example a model village, and friezes: see **Equip that Infant Room**, by I. Arneil (Nelson, 4/-). Use inexpensive materials and throw away unworthy work. Freedom to experiment and improvise is more important at this stage than neatly executed finished productions. Self-confidence and ingenuity are to be encouraged.

For general ideas: **Infant Handwork**, by I. Arneil (Nelson, 4/-).

Cutting out and pasting: make a Scrap Book of sugar paper or brown paper. Cut out pictures from catalogues, magazines etc.; where the supply of these is short, sets of scraps may be obtained (E.S.A., 2/6 a set).

The Little Scissors Man, by Constance and Alec Buckels (Macmillan, 3/9).

Modelling: Plasticine, glitterwax, or some other good medium. Individual and group work.

Paper Tearing: torn tissue paper or newspaper silhouettes of boats, planes, animals.

Rag Bag Toys (Dryad, 3/6).

Make objects from boxes and other waste material.

Cardboard Cylinders or Serviette Rings (1/2 per dozen, E. J. Arnold).

Things to do: **Keyway Square Sticks** (T.N., 11-6) assorted colours (6/7 a box, Philip and Tacey). Making patterns and matchstick people out of these provides fun.

Patternmaking: hardwood mosaics (Set E, E.S.A., 4/7).

Sand-tray and shallow bowl or bath of water indoors, or sand-pit and small pool out-of-doors: this produces ingenuity in castle building, journeys and means of transport.

Preparatory Class.

L 15.

(3 terms' work, age 5 - 6).

The P.N.E.U. School

For Members of the P.N.E.U. only

The programmes are for use with pupils of the School only and must not be lent.

Address: THE PRINCIPAL,
THE PARENTS' NATIONAL EDUCATIONAL UNION SCHOOL,
MURRAY HOUSE, VANDON STREET, LONDON S.W.1.

Motto: "*I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET)

BOOK SUPPLIES

All books, pamphlets, stationery and handicraft materials may be bought on receipt of remittance including postage from W. H. Smith and Son, Ltd., School Supplies Service, Bridge House, Lambeth, London, S.E.1. Enclosed order form should be used.

Picture Study reproductions only obtainable from P.N.E.U. Murray House, Vandon St., London, S.W.1. Send remittance including postage with order. Metal badges (copyright) should also be ordered, with remittance, from P.N.E.U. (3/- each, postage 9d per dozen).

Woven School badges and colours, which are copyright, obtainable from Harrods, Ltd., Knightsbridge, London, S.W.1. Send remittance including postage with order.

Supplies of books and materials cannot be guaranteed, and prices are subject to change without notice; therefore it is most important that orders should be sent as early as possible.

220p2umc110

Principles.

All the work in this school is based upon the Principles and Method of Charlotte Mason whose books should be studied :

Home Education (P.N.E.U., 11/6) deals with the child's estate, brain activity, out-of-door life, habits (physical, moral and mental), the will, the conscience and the idea of God.

Home and School Education (P.N.E.U., 9/6). Chapter III, "Masterly Inactivity," is most important for children of all ages.

Concerning Children as Persons (Pamphlet, P.N.E.U., 1/6).

Parents and Children (out of print, may be borrowed from P.N.E.U.), deals with the family, truth and the eternal child.

These books are carefully indexed for reference purposes.

See also **The Story of Charlotte Mason**, by E. Cholmondeley, (Published by P.N.E.U., 7/6).

Other Books for Parents and Teachers.

Children at Home and in the Parents' Union School, by E. Kitching (P.N.E.U., 4/-).

Children from Five to Six, by R. M. Harrison (P.N.E.U., 6d).

School Before Five, by B. Willsher (Faber, 10/6). (Helpful also for children of 5).

How the Baby Came, How John Grew an Inch, by Dorothy Allan and Marie Neurath (Heinemann, 10/6 each).

Answers to a Child, by D. Whitcombe (Mowbray, 3/6).

Worship and the Modern Child, by J. H. Williams (S.P.C.K., 7/6).

Growing up in Christ, (Family Life and Family Religion) by F. Wilkinson (S.C.M., 8/6).

Stammering, by Kate Emil-Behnke (Benn, 7/6).

Some Minor Ailments of Childhood: Hints to Mothers, by Dr. Beryl Twyman (Livingstone, 9d.).

Child Health in Warm Climates, by Dr. W. K. Blackie (Longmans, 8/6).

Hints to Mothers Travelling with Children by Land, Sea and Air, by the Hon. Mrs. Bernard James (P.N.E.U., 1/-).

For Schools: Group Those Infants, by Grace Fleming (Nelson, Teaching Aids Series, 5/-).

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METHOD

Time-Table.

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of free play occupations, activities and quiet story times.

The periods on the time-table must be spaced to allow time to move around, put things away and get them out, change position and so forth between periods, so that there shall be no pressure of hustle and no lack of opportunity for movement: **concentrated attention should never be required of this class for more than ten minutes on reading, writing or number, or for more than fifteen minutes on stories.**

With these considerations in mind the following plan is suggested: it offers a suitable variety of organised occupations for each morning; **particular attention should be paid to the arrangement: reading, writing and number should not be taken consecutively.**

Monday.—Bible, Reading, Painting, Break, Number, Handwork, Geography, Writing.

Tuesday.—Tales, Number, Handwork, Break, Reading, Singing Games, Writing, Nature Study.

Wednesday.—Poetry, Reading, Nature Study, Break, Number, Handwork, History, Writing.

Thursday.—Bible, Number, Handwork, Break, Reading, Singing Games, Writing, Tales.

Friday.—Tales, Reading, Picture Study, Break, Number, Handwork, Nature Study, Writing.

A break for free play must be included as shown above.

There should also be activities in the afternoon such as physical exercise, outdoor nature observation, gardening, outdoor geography, as well as more listening to stories. The arrangement of these must depend largely on weather and climate. Children should be allowed to help in the house and in the care of animals.

120p4cm119

Record of Work Book.

A daily Record of Work Book must be kept showing the length and content of each period, and be available for inspection by any officer of the local education authority: for the same purpose, it is advisable to date the work in the pupil's exercise or loose-leaf books, so that they give evidence of progress made.

Lessons.

The understanding of five-year-old children varies greatly; those who are already used to being read to will be able to cover the greater part of the syllabus during a year, others will only make a beginning and may need to be told the stories at first; in either case a foundation will have been laid for the more formal lessons required of a child of six. **No narration, as such, should be required at this age**, though there will be many who will enjoy "telling back," and there could be plenty of talking about stories heard. Important proper names could be pointed out and repeated aloud beforehand, so that the story may be as uninterrupted as possible. **There should be no examinations or tests.**

At this age children usually have a fine dramatic sense, and acting stories or setting tableaux to illustrate them is both enjoyable and valuable. Some have also considerable ability to learn by heart and this can be put to good use by learning verse of good quality; however, learning by heart should not be considered compulsory at this age.

Consult and use Explanatory Leaflet W.

Report.

A Report Form is sent with this programme to be filled in and returned to the Principal after not less than ten weeks' use of the programme. The Record Book entry should show the ground covered and progress made for all activities or lessons for one particular yet normal day. It will be returned with comments added. If the programme is used for a whole year, a second report will be required. Both reports may be submitted at any time during the year, provided that each one represents not less than ten weeks' work. If the school year is divided into three terms it is advisable to send in reports at the end of any two of these terms.

120p5cm112

The Form 1B Programmes (for six-year-olds) are sent out automatically unless we hear to the contrary and therefore a term's notice is requested if a pupil is not going into 1B.

SYLLABUS

Occupations and story books are grouped under subject headings, and a suitable selection should be made to include something from each group.

Bible.

Choose stories from the Bible text. See **The Little Children's Bible** (C.U.P., 4/-).

Or, The Most Beautiful Story of All, by M. Entwistle (R.E.P., 5/6).

The Star of the King, by M. Entwistle (S.C.M., 2/6).

Joseph and his Brothers, Moses the Leader, David the Shepherd Boy, and others in the same series, by D. M. McFarlan (Nelson, 1/3 each).

The Life of Jesus of Nazareth, in the Gospel words, with illustrations by W. Hole (Eyre and Spottiswoode, 30/-).

Or, Jesus as a Boy, Jesus and the Children, Jesus in Galilee, and others in the same series, by L. S. Elliott (Nelson, 1/3 each).

Pictures of Old and New Testament Stories.

A careful choice is necessary (see "Picture Study").

Gospel Picture Books I-VIII, by E. A. Wood (S.P.C.K., 1/3 each).

Old and New Testament Pictures (Lutterworth Press, 2d. each).

See also catalogues from Messrs. Nelson, Parkside Works, Edinburgh, and McDougall's Ed. Supply, 80-82, Gt. Junction Rd., Edinburgh.

A Christmas Manger (press-out figures and shapes), by John Harwood (Penguin, 3/6).

Prayers.

The Children's Kingdom, by G. Watts (Blackwell, 4/6).
The Ladybird Book of Prayers through the Year, by Hilda I. Rostron (Wills & Hepworth, 2/6).
 For Schools: **Prayers for Children**, by B. W. Holloway (U.L.P., 5/-).

Reading.

See **Home Education**, pp. 213-220. Children vary greatly in the age at which they are ready for reading, and in their rate of progress. Enjoyment and good foundations are more important at this age than rapid advance. Encouragement to ensure confidence is absolutely essential.

Printed Capital Letters. Printed Small Letters. (E.S.A., 3/5 each box).

For teaching letters and sounds: **No Stone Unturned**, by Winifred Primrose (Charles Gill and Son, 2/-), followed by:

either, **The Happy Venture Readers**, by Fred Schonell (Oliver and Boyd). **Introductory Book** (2/6), **Book 1** (3/-), **Book 2** (3/6), **Workbooks** for each Reader (1/9 each). **Teacher's Manual** (12/6). For other material, flash cards, colouring books, film strips, puzzles, etc. see catalogue, from Messrs. Oliver and Boyd, Tweeddale Court, Edinburgh, 1.

or, **The Old Lob Approach** (Ginn, new edition). **Picture Book** (2/6), **Get Ready for At Old Lob's** (work book) (1/3), **At Old Lob's** (Introductory Book) (3/3), corresponding **Work Book** (1/3), **Away They Go, Home They Come** (Book I, Parts 1 & 2) (3/3 each), corresponding **Work Books** (1/3 each). For additional material, flash cards, wall pictures, etc. see catalogue from Messrs. Ginn & Co., 18 Bedford Row, London, W.C.1.

For extra reading:

Little Story Books by Jean Marshall: **Ducks on the Train**, **Ducks Go to the Orchard**, **Ducks in the Village**, **A Pond for the Ducks** (Warne, 1/9 each).

Ladybird Learning to Read Books by M. E. Gagg (Wills & Hepworth, 2/6 each).

Some children may enjoy looking through **Children's Picture Dictionary**, by Lavinia Derwent (Collins, 15/-).

Tales.

To Read and to Tell (Folk and Fairy Tales) by N. Montgomerie (Bodley Head, 18/-).

Fairy Tales of Long Ago, ed. by M. C. Carey (Dent, Children's Illustrated Classics, 13/6).

Winnie the Pooh and **The House at Pooh Corner**, by A. A. Milne (Methuen, 10/6 each).

A Hat for Rhinoceros, by Anita Hewett (Bodley Head, 8/6).

Little Old Mrs. Pepperpot, by Alf Proyser (Hutchinson, 12/6).

The Tall Book of Christmas, selected by Dorothy Hall Smith (Ward, 11/6).

Wobble, The Witch Cat, by Mary Calhoun, and **Karoleena**, by Charlotte Steiner (World's Work, 12/6 each).

Pipkin the Woodmouse, by Rosalie Fry (Dent, 7/-).

Magic Island, and **The North Pole Before Lunch**, by Clifford Webb (Warne, 9/6 and 8/6 respectively).

The Blue Day, by René Guillot (Bodley Head, 7/6).

Pushti and Pindi Poo, by K. Nixon (Warne, 8/6 and 7/6 respectively).

The Blackberry Farm Books, by Jane Pilgrim (Brockhampton Press, 2/- each).

Writing.

Everyday Writing, by Ruth Fagg (U.L.P.) **Book I** (2/6) **Teacher's Book** (6/-).

Or, **Writing and Writing Patterns**, by Marion Richardson (U.L.P., Book I, 2/-). Booklets A and B (9d. each). **Teacher's Book** (5/-).

Learner's Pencils (6d. each).

History.

Days before History, by E. G. Hume (Blackie, 5/6). A picture history book from the Early Cavemen to the Early Iron Age.

Stories of Great Deeds, by K. Conyngham Greene (O.U.P., 6/-).

The York Histories, Book I, by R. K. & M. I. R. Polkinghorne (Bell, 4/6).

History Picture Book 1B: Times of Knights in Armour (Macmillan, 3/9).

Large Class Pictures Sets 1, 2 & 3 (£5 5s. each). Reference books 1 and 2 (20/- each), 3 (25/-).

Notes for
Teachers (3/6)

Geography.

Around our World, Book I: The World's Children, by Maria Bayne (Chambers, 5/6).

Looking at Other Children, Book I, by J. & D. Gadsby (Black, 5/-).

Sawat Ploughs the Rice-fields (Thailand), by Kenneth Methold (Hulton, 2/9).

Children Far and Near Series: Toto, Roberto, San, Ali and others in the same series, by W. G. Moore (Hulton, 2/9 each).

Children's Life in Other Lands: Teiva, Parana (Chatto and Windus, 12/6 each).

Nelson's Junior Atlas (7/6).

For practical work: Sand-tray, make mountains, islands, valleys, etc.

Natural History.

Out and About Tales, by Irene Byers, Bks I and II (Grant, 6/- each).

Looking at Nature, Book I, by Elsie Proctor (Black, 5/9).

British Wild Animals, by George Cansdale (Wills and Hepworth, 2/6).

Seven Wild Animals, Seven Insects, Seven Reptiles, Seven Sea Creatures, by Edna Johnson (Blackwell, 8/6 a set of 4).

Observer's Picture Cards: Wild Flowers, British Birds, British Wild Animals (Warne, 2/6 each).

British Birds and their Nests, Books I & III, by B. Vesey-Fitzgerald (Wills and Hepworth, 2/6 each).

The Seashore, by Alison Ross (Blackwell, 8/6).

More Animals from Everywhere, by Clifford Webb (Warne, 10/6).

Mother Nature's Water Creatures (Warne, 3/-).

Overseas members needing books for specific areas should apply to the School.

There should be as much outdoor observation as possible. Find and name wild flowers, watch animals and birds.

See **Home Education, Part II** and **Let's Go Out**, by M. Gladding (P.N.E.U., 2/-).

Keep (a) Flower, Bird and Insect lists (large sheets of paper on the walls of the school room).

(b) A Nature Diary using a **Nature Note Book** (9d.) with notes, dictated by the children, which can be read back to them, and children's brushwork drawings (only good ones) pasted in. Some children produce very good likenesses of quite difficult things before they can write, and should be encouraged to try. The Nature Diary may be sent in with either the first or second report.

Number.

Nelson's Infant Number Books: Book I (for children who cannot count, 2/3) **Book II** (2/3), **Book III** (2/3), **Books IV and V** (2/9 each). **Teacher's Book** (4/6).

Or, **Colour-Factor in Action**, by Leslie Foster (Heinemann) **Stage 1** (4/-), **Stage 2** (5/-), **Teacher's Book** (7/6).

Colour Factor set: 308 sections sufficient for 4 children working together (£1 5 6).

Pocket Set for individual work: 86 sections (12/6). Sets obtainable from Colour Factor Ltd., 76, Berkeley Avenue, Reading, Berks.

Play Ideas: Activity Books: **Teach Me Numbers, Teach Me More Numbers** (Chatto & Windus, 6/- each).

Number, by Mrs. I. Stephens (P.N.E.U., 6d.).

Number Lotto (E.S.A., 6/8 a set).

Picture Study (optional).

If the children are able to enjoy looking at and talking about the pictures of the artist set for the rest of the school (6/6, only from P.N.E.U., Murray House, Vandon Street, London, S.W.1) they may do so (an article about each artist and the pictures is published in the **Parents' Review**); if not, let them become familiar with one or two good reproductions of masterpieces each term, if possible by the same artist, so that unconsciously they begin to associate one painter with his ideas and style. In any case all subjects should be illustrated by plenty of good pictures, actual photographs where they are applicable, and clear, simple and thoughtful illustrations in other cases; it is, however, better to have no picture at all than one which disturbs the image created in the mind of the child by a good story-teller.

The Children's Art Book, by Geoffrey Holme (Studio, 25/-) makes an excellent introduction to the appreciation of good pictures. Written for young children, with excellent illustrations, it offers ideas to those who are new to this study.

220p/0cmcl/2

Painting.

For guidance : **An Experiment in Education**, by S. Marshall (C.U.P., 25/-) : see pages 80-126. **The Teaching of Art**, by L. de C. Bucher (Blackie, 28/-) : contains material for a number of years, is also set for Forms I—V.

Method.

The children's work should be large and bold and quickly executed in coloured crayons, or primary colours (in tins) used with large paint brushes. Little children are apt to mix up all the colours in a paint box. Use **any** large sheet of paper (not always white) ; it is quite possible to cover newspaper with a colour-wash for this purpose. If it can be arranged, allow the children to paint standing in front of a small easel or improvised support for a drawing board and to learn to walk away and look at their work from a little distance. Allow plenty of opportunity for purely imaginative work and for illustration ; for instance, after hearing a story, a class of children can each paint a different incident : arrange these paintings in order and then ask the children to talk about them. Materials : (a) "Finart" Crayons (8d. a packet), (b) pastels, (c) coloured pencils, brushes, tins of primary colours (1/8 and 2/6 each colour). "Temperablock Colours" 2/4 each, containers 4d. each (Reeves). Painting books with large pictures and little detail should be chosen for occasional occupations.

Poetry, Songs and Music.

The Lord's Prayer.

Hymns : **Hymns and Songs for the Church Kindergarten** (S.P.C.K., with music 7/6, words only 1/6).

Choose seasonable hymns which they will hear in church.

Mime and Rhyme (Verses and Playlets) by F. Wilkins (Blackie, 8/-).

The Oxford Books of Verse for Juniors, chosen by J. Britton, **Book I** (5/6), **Book II** (6/6).

Blackwell's Junior Poetry Books, chosen by E. Owen, **Books I and II** (4/6 each).

Traditional and other Songs, Singing Games, etc. : **The Nursery Song and Picture Book**, by Winifred Barnard (R.E.P., 7/-).

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Fourteen Songs from 'When we were very Young' by A. A. Milne (Methuen, 12/6).

The Oxford School Music Infant Book (O.U.P., 21/-). An excellent book for the school library, most comprehensive.

The Clarendon Class Singing Course, by Herbert Wiseman and Sydney Northcote, **Book I** (O.U.P., 4/6).

Punch and Judy and other Nursery Rhymes, by M. B. Anderson (Augener, 3/-).

Infant Music by Desmond Macmahon (Nelson, Teaching Aids Series, 5/-).

For use with rhythmic movement and singing games, two double-sided ten-inch records in a case are issued by W. Paxton and Co., Ltd., 36-38 Dean St., London, W.1.

Percussion band : **The Percussion Band from A to Z**, by C. Bavin (Evans, 10/6).

Some children may begin to learn an instrument.

Pitch percussion instruments by Carl Orff ("Studio 49"), obtainable only from Messrs. Schott and Co. Ltd., 48, Great Marlborough Street, London, W.1.

Piano : John Thompson's **Modern Course for the Piano : Teaching Little Fingers to Play** (Chappell, 4/6), **The First Grade Book** (6/6). **Ten Nursery Rhymes for Four Little Hands, Ten More Nursery Rhymes for Four Little Hands**, by E. Belchamber (Chappell, 3/- and 3/6 respectively).

For people who have no piano :—

Some suggestions for H.M.V. Records, obtainable from E.M.I. Records Ltd., 20 Manchester Square, London, W.1.

Singing Games and Party Songs (H.M.V. 7 EG 8414). **Nursery Rhyme Toys** (H.M.V. 7 EG 108) and **Records for the Percussion Band**.

Physical Education.

This should be largely free play and out of doors whenever possible. Home schoolroom pupils often enjoy the B.B.C. programme "Music and Movement." Also recommended are **Physical Education for Infants**, by I. Munden (U.L.P., 8/6), **The Playway to Rhythmics** (Paxton, 4/6), **Movement and Song for the Five to Sevens**, ed. by J. Murray MacBain (Evans, 6/6), and **Party Games for young Children**, by Jayne Grey (Ward Lock, 3/6).

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Handwork should be simple and of three kinds :

(a) quickly executed—a model finished in one or two lessons, (b) learning a skill, for example, sewing or knitting, (c) collective or (where there is a class), group work, for example a model village, and friezes : see **Equip that Infant Room**, by I. Arneil (Nelson, Teaching Aids Series, 5/-). Use inexpensive materials and throw away unworthy work. Freedom to experiment and improvise is more important at this stage than neatly executed finished productions. Self-confidence and ingenuity are to be encouraged.

For general ideas : **Infant Handwork**, by I. Arneil (Nelson, Teaching Aids Series, 5/-).

Cutting out and pasting : make a Scrap Book (which could be sent to a Children's Hospital). Use sugar paper or brown paper. Cut out pictures from catalogues, magazines etc.; where the supply of these is short, sets of scraps may be obtained (E.S.A., 2/6 a set).

The Little Scissors Man, by Constance and Alec Buckels (Macmillan, 3/9).

Modelling : Plasticine, Aloplast, or some other good medium. Individual and group work.

Paper Tearing : torn tissue paper or newspaper silhouettes of boats, planes, animals.

Rag Bag Toys (Dryad, 4/6).

Make objects from boxes and other waste material.

Cardboard Cylinders or Serviette Rings (1/2 per dozen, E. J. Arnold).

Things to do : **Keyway Square Sticks** (T.N., 11-6) assorted colours (6/7 a box, Philip and Tacey). Making patterns and matchstick people out of these provides fun.

Patternmaking : hardwood mosaics (Set E, E.S.A., 4/7).

Sand-tray and shallow bowl or bath of water indoors, or sand-pit and small pool out-of-doors : this produces ingenuity in castle building, journeys and means of transport.

Preparatory Class

Li6
(3 terms' work, age 5-6)

THE P.N.E.U. SCHOOL

For Members of the P.N.E.U. only

The Programmes are for use with pupils of the School only
and must not be lent.

(Address: THE PRINCIPAL, THE PARENTS' NATIONAL EDUCATIONAL
UNION SCHOOL, MURRAY HOUSE, VANDON STREET, LONDON, S.W.1

Motto: 'I am, I can, I ought, I will'

(He shall) 'pray for the children to prosper in good life
and good literature.'—(DEAN COLET)

BOOK SUPPLIES

All books, stationery and handicraft materials should be ordered by post
from Messrs. Alden and Blackwell (Eton) Ltd., Eton College, Windsor,
Berks, using their order form and enclosing remittance.

Picture Study reproductions only obtainable from P.N.E.U., Murray
House, Vandon St., London, S.W.1. Send remittance including postage with
order. Metal badges (copyright) should also be ordered, with remittance,
from P.N.E.U. (3/- each, postage 9d. per dozen).

Woven School badges and colours, which are copyright, obtainable from
Harrods, Ltd., Knightsbridge, London, S.W.1. Send remittance including
postage with order.

Supplies of books and materials cannot be guaranteed, and
prices are subject to change without notice; therefore it is most
important that orders should be sent as early as possible.

221p2cmC/12

PRINCIPLES

All the work in this school is based upon the Principles and Method of Charlotte Mason whose books should be studied:

Home Education (P.N.E.U., 11/6) deals with the child's estate, brain activity, out-of-door life, habits (physical, moral and mental), the will, the conscience and the idea of God.

Home and School Education (P.N.E.U., 9/6). Chapter III, 'Masterly Inactivity', is most important for children of all ages.

Concerning Children as Persons (Pamphlet, P.N.E.U., 1/6).

Parents and Children (out of print, may be borrowed from P.N.E.U.) deals with the family, truth and the eternal child.

These books are carefully indexed for reference purposes.

See also **The Story of Charlotte Mason**, by E. Cholmondeley (published by P.N.E.U., 7/6).

Other Books for Parents and Teachers.

Children at Home and in the Parents' Union School, by E. Kitching (P.N.E.U., 4/-).

Children from Five to Six, by R. M. Harrison (P.N.E.U., 6d.).

School before Five, by B. Willsher (Faber, 10/6). (Helpful also for children of 5.)

How the Baby Came, How John Grew an Inch, by Dorothy Allan and Marie Neurath (Heinemann, 10/6 each).

Answers to a Child, by D. Whitcombe (Mowbray, 3/6).

Worship and the Modern Child, by J. H. Williams (S.P.C.K., 7/6).

Growing up in Christ (Family Life and Family Religion), by F. Wilkinson (S.C.M., 8/6, or paperback, 6/-).

Stammering, by Kate Emil-Behnke (Benn, 7/6).

Some Minor Ailments of Childhood: Hints to Mothers, by Dr. Beryl Twyman (Livingstone, 9d.).

Child Health in Warm Climates, by Dr. W. K. Blackie (Longmans, 8/6).

Hints to Mothers Travelling with Children by Land, Sea and Air, by the Hon. Mrs. Bernard James (P.N.E.U., 1/-).

Education through Experience in the Infant School, by E. Mellor (Blackwell, 18/-).

Relevant sections from **How to Keep your Child Fit from Birth to Six**, by Bonnie Prudden. American publication (Harper & Row, 47/-).

For Schools: Group Those Infants, by Grace Fleming (Nelson, Teaching Aids Series, 5/-).

221p3cmC/13

METHOD

Time-table

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of free play occupations, activities and quiet story times.

The periods on the time-table must be spaced to allow time to move around, put things away and get them out, change position and so forth between periods, so that there shall be no pressure of hustle and no lack of opportunity for movement: **concentrated attention should never be required of this class for more than ten minutes on reading, writing or number, or for more than fifteen minutes on stories.**

With these considerations in mind the following plan is suggested: it offers a suitable variety of organised occupations for each morning; **particular attention should be paid to the arrangement: reading, writing and number should not be taken consecutively.**

Monday—Bible, Reading, Painting, Break, Number, Handwork, Geography, Writing.

Tuesday—Tales, Number, Handwork, Break, Reading, Singing Games, Writing, Nature Study.

Wednesday—Poetry, Reading, Nature Study, Break, Number, Handwork, History, Writing.

Thursday—Bible, Number, Handwork, Break, Reading, Singing Games, Writing, Tales.

Friday—Tales, Reading, Picture Study, Break, Number, Handwork, Nature Study, Writing.

A break for free play must be included as shown above.

There should also be activities in the afternoon such as physical exercise, outdoor nature observation, gardening, outdoor geography, as well as more listening to stories. The arrangement of these must depend largely on weather and climate. Children should be allowed to help in the house and in the care of animals.

22/p4cmcl/2

Record of Work Book.

A daily Record of Work Book must be kept showing the length and content of each period, and be available for inspection by any officer of the local education authority: for the same purpose, it is advisable to date the work in the pupil's exercise or loose-leaf books, so that they give evidence of progress made.

Lessons

The understanding of five-year-old children varies greatly; those who are already used to being read to will be able to cover the greater part of the syllabus during a year, others will only make a beginning and may need to be told the stories at first; in either case a foundation will have been laid for the more formal lessons required of a child of six. **No narration, as such, should be required at this age**, though there will be many who will enjoy 'telling back', and there could be plenty of talking about stories heard. Important proper names could be pointed out and repeated aloud beforehand, so that the story may be as uninterrupted as possible. **There should be no examinations or tests.**

At this age children usually have a fine dramatic sense, and acting stories or setting tableaux to illustrate them is both enjoyable and valuable. Some have also considerable ability to learn by heart and this can be put to good use by learning verse of good quality; however, learning by heart should not be considered compulsory at this age.

Consult and use Explanatory Leaflet W.

Report

A Report Form is sent with this programme to be filled in and returned to the Principal after not less than ten weeks' use of the programme. The Record Book entry should show the ground covered and progress made for all activities or lessons for one particular yet normal day. It will be returned with comments added. If the programme is used for a whole year, a second report will be required. Both reports may be submitted at any time during the year, provided that each one represents not less than ten weeks' work. If the school year is divided into three terms it is advisable to send in reports at the end of any two of these terms.

22/p5cmcl/2

The Form IB Programmes (for six-year-olds) are sent out automatically unless we hear to the contrary and therefore a term's notice is requested if a pupil is not going into IB.

SYLLABUS

Occupations and story books are grouped under subject headings, and a suitable selection should be made to include something from each group.

Bible

Choose stories from the Bible text. See **The Little Children's Bible** (C.U.P., 4/-).

or, **The Most Beautiful Story of All**, by M. Entwistle (R.E.P., 5/6).

The Story of Joseph, Moses the Prince and Shepherd, The Shepherd Boy, and others in the same series, by Lucy Diamond (Wills & Hepworth, 2/6 each).

The Life of Jesus of Nazareth, in the Gospel words, with illustrations by W. Hole (Eyre & Spottiswoode, 30/-).

or, **The Little Lord Jesus, Jesus the Helper, Jesus calls His Disciples**, and others in the same series, by Lucy Diamond (Wills & Hepworth, 2/6 each).

Pictures of Old and New Testament Stories.

A careful choice is necessary (see 'Picture Study').

Gospel Picture Books I-VIII, by E. A. Wood (S.P.C.K., 1/3 each).

Old and New Testament Pictures (Lutterworth Press, 2d each).

See also catalogues from Messrs. Nelson, Lincoln Way, Windmill Road, Sunbury-on-Thames, Middlesex, and McDougall's Ed. Supply, 80-82, Gt. Junction Rd., Edinburgh.

A Christmas Manger (press-out figures and shapes), by John Harwood (Penguin, 3/6).

Prayers

The meaning of the Lord's Prayer should be explained.

The Children's Kingdom, by G. Watts (Blackwell, 4/6).

The Ladybird Book of Prayers through the Year, by Hilda I. Rostron (Wills & Hepworth, 2/6).

For Schools: **Prayers for Children**, by B. W. Holloway (U.L.P., 2/6).

The Infant Teacher's Assembly Book, edited by D. M. Prescott (Blandford, 7/6).

Reading

See **Home Education**, pp. 213-220. Children vary greatly in the age at which they are ready for reading, and in their rate of progress. Enjoyment and good foundations are more important at this age than rapid advance. Encouragement to ensure confidence is absolutely essential.

Printed Capital Letters. Printed Small Letters. (E.S.A., 3/6 each box.)

Either, The Happy Venture Readers, by Fred Schonell (Oliver & Boyd). **Introductory Book** (2/6), **Book 1** (3/-), **Book 2** (3/6), **Work-books for each Reader** (1/9 each). **Teachers' Manual** (12/6). For other material, flash cards, colouring books, film strips, puzzles, etc., see catalogue, from Messrs. Oliver & Boyd, Tweeddale Court, Edinburgh, 1.

or, **The Old Lob Approach** (Ginn, new edition). **Picture Book** (2/6), **Get Ready for at Old Lob's** (work book) (1/3), **At Old Lob's** (Introductory Book) (3/3), corresponding **Work Book** (1/3), **Away They Go, Home They Come** (Book 1, Parts 1 & 2) (3/6 each), corresponding **Work Books** (1/3 each). **Notes for Teachers** (3/6). For additional material, flash cards, wall pictures, etc., see catalogue from Messrs. Ginn & Co., 18 Bedford Row, London, W.C.1.

For extra reading:

Methuen's **Ready to Read Books** (1/- each). **Early in the Morning, Where is Timothy?, Christmas Shopping**. (Three books in each series.) **The Cat in the Hat**, by Dr. Seuss (Collins, 8/6).

Members interested in the I.T.A. approach to reading should apply to the School for full particulars.

Ladybird Learning to Read Books, by M. E. Gagg (Wills & Hepworth, 2/6 each).

Some children may enjoy looking through **Children's Picture Dictionary**, by Lavinia Derwent (Collins, 15/-).

Tales

To Read and to Tell (Folk and Fairy Tales), by N. Montgomerie (Bodley Head, 18/-).

Tell me a Story, Tell me Another Story, by Eileen Colwell (Young Puffin Books, 3/6 and 4/6).

Winnie the Pooh and The House at Pooh Corner, by A. A. Milne (Methuen, 10/6 each or paperback, 2/6 each).

Mischief the Squirrel, Quipic the Hedgehog, by Père Castor (Allen & Unwin, 6/- each).

A Bear called Paddington, Paddington Helps Out (Young Puffin Books, 3/- each).

The Five Pennies, by Barbara Brenner (World's Work, Read Alone Book, 12/6).

The Tall Book of Christmas, selected by Dorothy Hall Smith (Ward, 11/6).

Pipkin the Woodmouse, by Rosalie Fry (Dent, 7/-).

The North Pole Before Lunch, by Clifford Webb (Warne, 9/6).

The Blackberry Farm Books, by Jane Pilgrim (Brockhampton Press, 2/- each).

Writing

Everyday Writing, by Ruth Fagg (U.L.P.) **Book 1** (2/6), **Teacher's Book** (6/-).

Learners' Pencils (6d. each).

History

Days before History, by E. G. Hume (Blackie, 6/-). A picture history book from the Early Cavemen to the Early Iron Age.

Stories of Great People, Stories of Great Deeds, by K. Conyng-ham Greene (O.U.P., 4/6 each).

The York Histories, Book 1, by R. K. & M. I. R. Polkinghorne (Bell, 4/6).

History Picture Book IIB: In the Middle Ages (Macmillan, 3/9).

Large Class Pictures, Sets 1, 2 & 3 (£5. 5s. each). Reference books 1 and 2 (20/- each), 3 (25/-).

Geography

Around our World, Book I: The World's Children, by Maria Bayne (Chambers, 5/6).

Looking at Other Children, Book I, by J. & D. Gadsby (Black, 5/-).

Sawat Ploughs the Rice-fields (Thailand), by Kenneth Methold (Hulton, 2/9).

Children Far and Near Series: Toto, Roberto, San, Ali and others in the same series, by W. G. Moore (Hulton, 2/9 each).

Children's Life in Other Lands: Teiva, Rikka (Chatto & Windus, 12/6 each).

Nelson's Junior Atlas (7/6).

For practical work: Sand-tray—make mountains, islands, valleys, etc.

Natural History

Out and About Tales, by Irene Byers, Books I and II (Grant, 6/- each).

Looking at Nature, Book I, by Elsie Proctor (Black, 5/9).

British Wild Animals, by George Cansdale (Wills & Hepworth, 2/6).

Seven Wild Animals, Seven Insects, Seven Reptiles, Seven Sea Creatures, or (for children in the U.K.) **Seven Animals, Seven Trees, Seven Pond Creatures, Seven Birds**, by Edna Johnson (Blackwell, 8/6 a set of four).

Observer's Picture Cards: Wild Flowers, British Birds, British Wild Animals (Warne, 2/6 each).

Common Wild Flowers and Fruits, by G. A. Perry and M. J. D. Hirons (Blandford, Find Its Name Series, Vol. 1, 12/6).

British Birds and their Nests. Books I & III, by B. Vesey-Fitzgerald (Wills & Hepworth, 2/6 each).

The Seashore, by Alison Ross (Blackwell, 8/6).

More Animals from Everywhere, by Clifford Webb (Warne, 10/6).

Mother Nature's Water Creatures (Warne, 4/-).

Overseas members needing books for specific areas should apply to the School.

There should be as much outdoor observation as possible.

Find and name wild flowers, watch animals and birds.

See **Home Education**, Part II and **Let's Go Out**, by M. Gladding (P.N.E.U., 2/-).

Keep (a) Flower, Bird and Insect lists (large sheets of paper on the walls of the school room).

(b) A Nature Diary using a **Nature Note Book** (1/9) with notes, dictated by the children, which can be read back to them, and children's best brushwork drawings pasted in. Some children produce very good likenesses of quite difficult things before they can write, and should be encouraged to try. The Nature Diary may be sent in with either the first or second report.

Number

Nelson's Infant Number Books: Book I (for children who cannot count, 2/3), **Book II** (2/3), **Book III** (2/3), **Books IV and V** (2/9 each). **Teacher's Book** (4/6).

or, **Colour-Factor in Action**, by Leslie Foster (Heinemann), **Stage 1** (4/-), **Stage 2** (5/-), **Teachers' Book** (7/6).

Colour Factor set: 308 sections sufficient for 4 children working together (25/6).

Pocket Set for individual work: 86 sections (12/6). Sets obtainable from Colour Factor Ltd., 76 Berkeley Avenue, Reading, Berks.

Play Ideas: Activity Books: **Teach Me Numbers, Teach Me More Numbers** (Chatto & Windus, 6/- each).

Understanding Numbers, Words We Need for Numbers (Wills & Hepworth, 2/6 each).

Number Lotto (E.S.A., 6/8 a set).

Picture Study. (Optional)

If the children are able to enjoy looking at and talking about the pictures of the artist set for the rest of the school (6/6, **only from P.N.E.U.**, Murray House, Vandon Street, London, S.W.1), they may do so (an article about each artist and the pictures is published in the **Parents' Review**); if not, let them become familiar with one or two good reproductions of masterpieces each term, if possible by the same artist, so that unconsciously they begin to associate one painter with his ideas and style. In any case all subjects should be illustrated by plenty of good pictures, actual photographs where they are applicable, and clear, simple and thoughtful illustrations in other cases; it is, however, better to have no picture at all than one which disturbs the image created in the mind of the child by a good story-teller.

Painting Book: **Natini and her Pets** (E.H.P., 2/6).

Painting

For guidance: **An Experiment in Education**, by S. Marshall (C.U.P., 25/-); see pages 80-126. **The Teaching of Art**, by L. de C. Bucher (Blackie, 30/-); contains material for a number of years, is also set for Forms I-V.

Painting Book, **Malia and her Friends** (E.H.P., 2/6).

Method

The children's work should be large and bold and quickly executed in coloured crayons, or primary colours (in tins) used with large paint brushes. Little children are apt to mix up all the colours in a paint box. Use any large sheet of paper (not always white); it is quite possible to cover newspaper with a colour-wash for this purpose. If it can be arranged, allow the children to paint standing in front of a small easel or improvised support for a drawing board and to learn to walk away and look at their

work from a little distance. Allow plenty of opportunity for purely imaginative work and for illustration; for instance, after hearing a story, a class of children can each paint a different incident: arrange these paintings in order and then ask the children to talk about them. Materials: (a) 'Finart' Crayons (8d. a packet), (b) pastels, (c) coloured pencils, brushes, tins of primary colours (1/8 and 2/6 each colour). 'Temperablock Colours', 2/4 each, containers 4d. each (Reeves). Painting books with large pictures and little detail should be chosen for occasional occupations.

Poetry, Songs and Music.

Hymns: **Hymns and Songs for Children** (S.P.C.K., with music 7/6, words only 1/6).

Choose seasonable hymns which they will hear in church.

The Oxford Books of Verse for Juniors, chosen by J. Britton, **Book I** (5/6), **Book II** (6/6).

Blackwell's Junior Poetry Books, chosen by E. Owen, **Books I and II** (4/6 each).

A Child's Garden of Verses, by R. L. Stevenson (Puffin, 3/6). Traditional and other Songs, Singing Games, etc.: **The Nursery Song and Picture Book**, by Winifred Barnard (R.E.P., 7/-).

Fourteen Songs from 'When we were very Young', by A. A. Milne (Methuen, 12/6).

The Oxford School Music Infant Book (O.U.P., 21/-). An excellent book for the school library, most comprehensive.

The Clarendon Class Singing Course, by Herbert Wiseman and Sydney Northcote, **Book I** (O.U.P., 4/6).

Punch and Judy and other Nursery Rhymes, by M. B. Anderson (Galliard, 3/-).

Infant Music, by Desmond Macmahon (Nelson, Teaching Aids Series, 5/-).

For use with rhythmic movement and singing games, two double-sided ten-inch records in a case are issued by W. Paxton & Co., Ltd., 36-38 Dean St., London, W.1.

Percussion Band: **The Percussion Band from A to Z**, by C. Bavin (Evans, 10/6).

Some children may begin to learn an instrument.

Pitch percussion instruments by Carl Orff ('Studio 49'), obtainable only from Messrs. Schott & Co. Ltd., 48 Great Marlborough Street, London, W.1.

Piano: John Thompson's **Modern Course for the Piano: Teaching Little Fingers to Play** (Chappell, 4/6), **The First Grade Book** (6/6). **Ten Nursery Rhymes for Four Little Hands, Ten More Nursery Rhymes for Four Little Hands**, by E. Belchamber (Chappell, 3/- and 3/6 respectively).

For people who have no piano:—

Some suggestions for H.M.V. Records, obtainable from E.M.I. Records Ltd., 20 Manchester Square, London, W.1.

Singing Games and Party Songs (H.M.V. 7 EG 8414). **Nursery Rhyme Toys** (H.M.V. 7 EG 108) and **Records for the Percussion Band**.

Physical Education

This should be largely free play and out of doors whenever possible. Home schoolroom pupils often enjoy the B.B.C. programme 'Music and Movement'. Also recommended are **Physical Education for Infants**, by I. Munden (U.L.P., 8/6), **The Playway to Rhythmics** (Paxton, 4/6), **Movement and Song for the Five to Sevens**, ed. by J. Murray MacBain (Evans, 6/6), and **Party Games for young Children**, by Jayne Grey (Ward Lock, 3/6).

Handwork

Handwork should be simple and of three kinds:

(a) quickly executed—a model finished in one or two lessons, (b) learning a skill, for example, sewing or knitting, (c) collective or (where there is a class), group work, for example a model village, and friezes: see **Equip that Infant Room**, by I. Arneil (Nelson, Teaching Aids Series, 5/-). Use inexpensive materials and throw away slipshod work. Freedom to experiment and improvise is more important at this stage than neatly executed finished productions. Self-confidence and ingenuity are to be encouraged.

For general ideas: **Infant Handwork**, by I. Arneil (Nelson, Teaching Aids Series, 5/-).

Cutting out and pasting: make a Scrap Book (which could be sent to a Children's Hospital). Use sugar paper or brown paper. Use cut out pictures from catalogues, magazines, etc.; where the supply of these is short, sets of scraps may be obtained (E.S.A., 2/6 a set).

21p/20m/21/2
The Little Scissors Man, by Constance and Alec Buckels (Macmillan, 3/9).

Modelling: Plasticine, Alopast, or some other good medium. Individual and group work.

Raffia winding: Bundles of mixed coloured raffia (5/6) and round serrated mat cards (2/7) from Dryad Handicrafts, Northgates, Leicester.

Rag Bag Toys (Dryad, 4/6).

Make objects from boxes and other waste material.

Cardboard Cylinders or Serviette Rings (1/2 per dozen, E. J. Arnold).

Things to do: **Keyway Square Sticks** (T.N., 11-12) assorted colours (5/1 a box, Philip and Tacey). Making patterns and matchstick people out of these provides fun.

Patternmaking: hardwood mosaics (Set F. E.S.A., 4/7).

Sand-tray and shallow bowl or bath of water indoors, or sand-pit and small pool out-of-doors: this produces ingenuity in castle building, journeys and means of transport.

July, 1966

22plcmc112

L.18

(3 terms' work, age 5-6)

Preparatory Class

1968-69

THE PNEU SCHOOL

For members of the PNEU only

The Programmes are for use with pupils of the School only
and must not be lent.

(Address: The Principal, The Parents' National Educational Union
School, Murray House, Vandon Street, London, S.W.1.)

Motto: 'I am, I can, I ought, I will.'

(He shall) 'pray for the children to prosper in good life
and good literature.'—(Dean Colet).

BOOK SUPPLIES

All books, stationery and handicraft materials should be ordered
by post from The Academy Bookshop, Holland Street, Kensington,
London, W.8., using their order form and enclosing remittance.

Picture Study reproductions only obtainable from PNEU, Murray
House, Vandon Street, London, S.W.1. Send remittance including
postage with order. Metal badges (copyright) should also be
ordered, with remittance, from PNEU (3/6 each, including postage,
or 37/6 per dozen).

Woven School badges and colours, which are copyright, obtain-
able from Harrods, Ltd., Knightsbridge, London, S.W.1. Send
remittance including postage with order.

Supplies of books and materials cannot be guaranteed, and
prices are subject to change without notice; therefore it is most
important that orders should be sent as early as possible.

222p2enc112

PRINCIPLES

All the work in this school is based upon the principles and method of Charlotte Mason whose books should be studied:

Home Education (PNEU, 11/6)

Home and School Education (PNEU, 9/6).

These books are carefully indexed for reference purposes.

The Story of Charlotte Mason, by E. Cholmondeley (published by PNEU, 7/6).

Other Books for Parents and Teachers.

Growing up in Christ (Family Life and Family Religion), by F. Wilkinson (S.C.M. paperback, 6/-).

Religious Education of Children in the Nursery and Infant School (Christian Education Movement, 3/9).

School before Five, by B. Willsher (Faber, 10/6). (Helpful also for children of 5).

Education through Experience in the Infant School, by E. Mellor (Blackwell, 18/-).

I'm Going to Have a Baby, by Laura Z. Hobson (Heinemann, 12/6).

How John Grew an Inch, by Dorothy Allan and Marie Neurath (Heinemann, 10/6).

Some Minor Ailments of Childhood: Hints to Mothers, by Beryl Twyman (Livingstone, 9d.)

METHOD

Time-table

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of free play occupations, activities and quiet story times.

Children should help in the house and with the care of animals.

222p3enc112

The periods on the time-table must be spaced to allow time to move around, put things away and get them out, change position and so forth between periods, so that there shall be no pressure of hustle and no lack of opportunity for movement: concentrated attention should never be required of this class for more than fifteen minutes on reading, writing or number, or for more than twenty minutes on stories.

The following plan is suggested: it offers a suitable variety of organised occupations for each morning; particular attention should be paid to the arrangement: reading, writing and number should not be taken consecutively.

Monday—Religious Knowledge, Reading, Painting, Break, Mathematics, Craft, Geography, Writing.

Tuesday—Tales, Mathematics, Craft, Break, Reading, Singing Games, Writing, Nature Study.

Wednesday—Poetry, Reading, Nature Study, Break, Mathematics, Craft, History, Writing.

Thursday—Religious Knowledge, Mathematics, Craft, Break, Reading, Singing Games, Writing, Tales.

Friday—Tales, Reading, Picture Study, Break, Mathematics, Craft, Nature Study, Writing.

A break for free play must be included as shown above.

Afternoon occupations:

Physical activities, outdoor nature observation, gardening, outdoor geography.

Record of Work Book

A daily Record of Work Book must be kept showing the length and content of each period, and available for inspection by any officer of the local education authority. The children's work should be dated.

Lessons

The understanding of five-year-old children varies greatly; those who are already used to being read to will be able to cover the greater part of the syllabus during a year, others will only make a beginning and may need to be told the stories at first; in either case a foundation will have been laid for the more formal lessons required of a child of six. **No narration, as such, should be required at this age**, though there will be many who will enjoy 'telling back,' and there could be plenty of talking about stories heard. Important proper names could be pointed out and repeated aloud beforehand, so that the story may be as uninterrupted as possible.

Acting stories or setting tableaux to illustrate them is both enjoyable and valuable. Some children have considerable ability to learn by heart and this can be put to good use by learning verse of good quality; however, learning by heart should not be considered compulsory at this age.

Consult and use Explanatory Leaflet W.

Report

The Report Form sent with the programme should be filled in and returned to the Principal for comments and suggestions after ten weeks' work. It should show the ground covered and progress made in the term, and should contain a specimen timetable for a normal day's work. If the programme is used for a whole year, a second report will be required. The reports may be submitted at any time during the year, provided that each one represents ten weeks' work.

A term's notice is requested if a pupil is not going into IB (for six-year-olds).

SYLLABUS

Occupations and story books are grouped under subject headings, and a suitable selection should be made to include something from each group.

RELIGIOUS KNOWLEDGE

Bible The Little Children's Bible (the Bible text) (C.U.P., 4/-).
Bible Stories from the Old and New Testament, an all-colour picture-book, with pictures by Rene Clark (Ward Lock, 5/-).
Naaman and the Little Maid, The Child in the Temple, and others in the same series, by Lucy Diamond (Wills & Hepworth, 2/6 each).
The Life of Jesus of Nazareth, in the Gospel words, with illustrations by W. Hole (Eyre & Spottiswoode, 30/-).
or Life of Jesus in Pictures (31 pictures by Harold Copping), (Lutterworth, 5/-).
The Little Lord Jesus, Jesus by the Sea of Galilee, and others in the same series, by Lucy Diamond (Wills & Hepworth, 2/6 each).
If I'd been Born in Bethlehem, verses by Joan Gale Thomas (Mowbray, 4/6).

Pictures of Bible Stories

Gospel Picture Books I-VIII, by E. A. Wood (S.P.C.K., 2/- each). Swedish pictures (size 26½" x 22"), New Testament only, modern approach, £5 a set. List from any S.P.C.K. bookshop. See also catalogues from Nelson, Lincoln Way, Windmill Road, Sunbury-on-Thames, Middx.
A Christmas Manger (press-out figures and shapes), by John Harwood (Penguin, 3/6), or A Christmas Manger (Paul Hamlyn punch-up book, 3/6).
Painting Books: The Christmas Story (a painting and story book) (Henry E. Walters, 1/-). Peter and His Indian Friends (Lutterworth, 1/6).

Prayers and Hymns

The meaning of the Lord's Prayer should be explained.
The Ladybird Book of Prayers Through the Year, by Hilda I. Rostron (Wills & Hepworth, 2/6).
Please God, Prayers for the Children, by Beryl Bye and Joyce Badrocke (Church Pastoral Aid Society, 4/6).
First Prayers, First Graces illustrated by Tasha Tudor (Lutterworth, 5/- each).
For schools: The Infant Teacher's Assembly Book, edited by D. M. Prescott (Blandford, 7/6).
Hymns and Songs for Children (SPCK, with music, 8/6, words only, 1/6).

22p6cmcl/2

READING

See relevant portions of **Home Education**, pp. 213-220. Children vary greatly in the age at which they are ready for reading, and in their rate of progress. Enjoyment and good foundations are more important at this age than rapid advance. Encouragement to ensure confidence is absolutely essential.

A box of letters is useful, e.g. Primary Plastic 1½" letters (Philip & Tacey, TRG 9-1, 5/6).

The Happy Venture Series (Oliver & Boyd). **Reading Fun** (a reading readiness book) (2/6). **Introductory Book** (2/9). **Supplementary Readers: Playbook, Hide and Seek** (2/9); **Library Books 1-5** (4/- per set). **Book 1** (3/6); **Playbook, Story Time** (3/6); **Library Books 6-10** (4/6 per set). **Book 2** (3/9); **Playbook, Saturday Play** (3/9); **Library Books 11-15** (5/- per set). **Workbooks for each Reader** (1/9 each). **Teacher's Manual** (17/6). For other material, flash cards, colouring books, film strips, puzzles, etc., apply to Oliver & Boyd, Tweeddale Court, Edinburgh 1.

Alternative Series: **The Old Lob Series** (Ginn).

For extra reading:

Methuen's **Ready to Read Books** (1/3 each). **Early in the Morning, Where is Timothy?, Christmas Shopping, A Country School** (three books in each series). **The Cat in the Hat**, by Dr. Seuss (Collins, 9/6).

Members interested in the i.t.a. approach to reading should apply to the School for particulars.

Ladybird Key Words Reading Scheme (Wills & Hepworth, 2/6 each). **The Mouse Books, The Animal Books**, by Helen Piers (Methuen, 4/2 each). **The Cat in the Hat Beginner's Book Dictionary**, by P. D. Eastman (Collins, Harvill Press, 18/-).

For discussion and vocabulary extension:

Colours, Sounds, Fur and Feather, Shapes (Black, Things I Like series, 7/6 each).

Poetry:

The Oxford Books of Verse for Juniors, chosen by J. Britton, **Book 1** (6/6), **Book 2** (7/9).

Blackwell's Junior Poetry Books, chosen by E. Owen, **Books 1 and 2** (5/- each).

Readings of these poems are available on 12-in. long-playing records (30/- each) from Basil Blackwell, 49 Broad Street, Oxford.

A Child's Garden of Verses, by R. L. Stevenson (Puffin, 3/6). **The Oxford Nursery Rhyme Book**, assembled by I. and P. Opie (Oxford, 30/-), or, with illustrations in colour: **Sunshine, Moonshine**, nursery rhymes chosen by Susan Williams-Ellis (Blackie, 35/-).

Hailstones and Halibut Bones (Adventures in Colour), by M. O'Neill (World's Work, 13/6).

22p7cmcl/2

WRITING

Everyday Writing, by Ruth Fagg (U.L.P.), **Book 1** (2/6), **Teacher's Book** (6/-).

TALES

To Read and to Tell (Folk and Fairy Tales), by N. Montgomerie (Bodley Head, 21/-).

Tell me a Story, Tell me Another Story, by Eileen Colwell (Young Puffin Books, 3/6 and 4/6).

The Football, The Tea Party, by Charles Molin (Hamish Hamilton, 5/- each).

Ponder and William, by Barbara Softly (Young Puffin, 3/6).

Dear Teddy Robinson, by J. Robinson (Young Puffin, 3/6).

Pushti, Pindi Poo, by K. Nixon (Warne, 10/6 and 8/-).

The Little Folk's First Book, The Little Folk's Second Book, edited by Kate Burchell (Warne, 13/- each).

The Red Balloon, by A. Lamorisse (Allen & Unwin, 18/6).

Chouchou, by Françoise (Brockhampton, 12/6).

The Tall Book of Christmas, selected by Dorothy Hall Smith (Ward, 12/6).

The Blackberry Farm Books, by Jane Pilgrim (Brockhampton Press, 2/- each).

HISTORY

Days Before History, by E. G. Hume (Blackie, 8/10). A picture history book from the Early Cavemen to the Early Iron Age.

My First History Book, by John Kennett (Nelson, 7/6).

Alfred the Great, Sir Walter Raleigh, by L. Du Garde Peach (Ladybird Books, Wills & Hepworth, 2/6 each).

History Picture Book IIA: Norman and Plantagenet Times (Macmillan, 4/-) also Large Class Pictures, Sets 2 and 3 (£6 10s. each set).

GEOGRAPHY

Looking at Other Children, Book 1, by J. & D. Gadsby (Black, 6/6).

Children Far and Near Series, e.g. **Pedro drives the Llamas** (4/2 each).

More Children from Far and Near, e.g. **Suiko feeds the Silkworms** (4/2 each), or £1 6s. 0d. for complete set of eight books in both series (Hulton).

Around our World, Book 1: The World's Children, by Maria Bayne (Chambers, 7/3).

22p8cmcl12

Children's Life in Other Lands, Parana and his Life in Brazil, Teiva and his Life in the Pacific Isles (Chatto & Windus, 12/6 each).

Nelson's Junior Atlas (10/-).

For practical work: Sand-tray — make mountains, islands, valleys, etc.

NATURE STUDY

Looking at Nature, Book 1, by Elsie Proctor (Black, 7/-).
Seven Animals, Seven Trees, Seven Pond Creatures, Seven Birds, by Edna Johnson (Blackwell, 10/- a set of four).
British Wild Animals, by George Cansdale; Garden Birds, Heath and Woodland Birds, by J. Leigh-Pemberton; The Ladybird Book of the Seashore and Seashore Life, by Nancy Scott (Wills & Hepworth, 2/6 each). Out and About Tales, by Irene Byers, Books 1 and II (McGraw-Hill, 9/9 each) (Animal stories).

Observer's Picture Cards: Wild Flowers, British Birds, British Wild Animals (Warne, 4/2 each).

Common Wild Flowers and Fruits, by G. A. Perry and M. J. D. Hirons (Blandford, Find Its Name Series, Vol. I, 12/6).

Mainly for children in the Tropics:

Animals from Everywhere, More Animals from Everywhere, by Clifford Webb (Warne, 12/- each).

The How and Why Wonder Book of Wild Animals, by Martin Keen (Transworld, 3/6).

Seven Wild Animals, Seven Insects, Seven Reptiles, Seven Sea Creatures, by Edna Johnson (Blackwell, 10/- a set of four).

Overseas members needing books for specific areas should apply to the School.

See Home Education, Part II, and Let's Go Out, by M. Gladding (PNEU, 2/-).

Suggestions for nature work out-of-doors.

1. Find and name wild flowers; watch animals and birds.
2. Make Flower, Bird and Insect Lists (Large sheets of paper on the schoolroom walls).
3. Keep a Nature Diary, using a Nature Note Book (2/-) for brushwork-paintings (not pressed flowers) and notes dictated by the children. The Nature Diary may be sent in with either the first or second Report.

MATHEMATICS

22p9cmcl12

Nelson's Infant Number Books: Book 1 for children who cannot count (3/-), Book 2 (3/-), Book 3 (3/-), Books 4 and 5 (3/- and 3/6). Teacher's Book (5/-).

or Colour Factor in Action, by Leslie Foster (Heinemann) Stage 1 (4/-), Stage 2 (6/-), Teacher's Book (8/6). Colour Factor set: 308 sections sufficient for 4 children working together (25/6) or 10/- for a dozen of each block, obtainable from E. J. Arnold & Son Ltd., Butterley Street, Leeds, 10.

Highly recommended for supplementing the more formal work: Nuffield Mathematics Project: Beginnings (1) 12/6, Mathematics Begins (1) 9/6 (Murray). One, Two Buckle My Shoe, a book of counting rhymes illustrated by G. Haley (World's Work, 21/-). Understanding Numbers, Words We Need for Numbers (Wills & Hepworth, 2/6 each).

PICTURE STUDY

Booklets of coloured reproductions of pictures by famous artists (with explanatory notes). Apply to the School.

PAINTING

An Experiment in Education, by S. Marshall (C.U.P., 12/6). The Teaching of Art, by L. de C. Bucher (Blackie, 35/-): contains material for a number of years, and is also set in Forms I-V. Art in the Primary School, by Kay Melzi (Blackwell, 42/-).

The children's work should be large and bold and executed in coloured crayons, pastels, charcoal or powder paints used with large paint brushes. Use any large sheet of paper. If possible, allow the children to paint standing in front of a small easel or improvised support for a drawing board and encourage them to walk away and look at their work from a distance. Allow plenty of opportunity for purely imaginative work and for illustration of stories heard in class. Painting books with large pictures and little detail should be chosen for occasional occupations.

SONGS AND MUSIC

The Oxford School Music Infant Book (O.U.P., 21/-). The Oxford Nursery Song Book, edited by Dr. P. Buck (Oxford, 12/6).

Music, Movement and Mime for Children, by Vera Gray and Rachel Percival (Oxford, 16/-).

Infant Music, by Desmond Macmahon (Nelson, Teaching Aids Series, 7/-).

My First Sing-a-Song Book, illustrated by M. Blair (Paul Hamlyn, 12/6).

For use with rhythmic movements and singing games, two double-sided seven-inch records in a case are issued by W. Paxton & Co., Ltd., 36-38 Dean Street, London, W.1.

Percussion Band: **The Percussion Band from A to Z** by C. Bavin (Evans, 10/6), or (more comprehensive) **The Percussion Band, Musical Examples for Percussion Band Exercises**, by Yvonne Adair (Boosey & Hawkes, 17/6 and 15/-).

Some children may begin to learn an instrument.

Pitch percussion instruments, by Carl Orff ('Studio 49'), obtainable only from Messrs. Schott & Co. Ltd., 48 Great Marlborough Street, London, W.1.

Piano: John Thompson's **Modern Course for the Piano: Teaching Little Fingers to Play** (Chappell, 4/6), **The First Grade Book** (6/6). **Ten Nursery Rhymes for Four Little Hands, Ten More Nursery Rhymes for Four Little Hands**, by E. Belchamber (Chappell, 3/- and 3/6 respectively).

For people who have no piano:—

Some suggestions for H.M.V. Records, obtainable from E.M.I. Records Ltd., 20 Manchester Square, London, W.1. **Singing Games and Party Songs for Children** (H.M.V. 7 EG 266), and **Nursery Rhyme Toys** (H.M.V. 7 EG 108).

PHYSICAL EDUCATION

This should be largely free play and out of doors whenever possible. Home schoolroom pupils often enjoy the B.B.C. programme 'Music and Movement.' **Physical Education for Infants**, by I. Munden (U.L.P., 8/6), **The Playway to Rhythmics** (Paxton, 4/6), **Movement and Song for the Five to Sevens**, ed. by J. Murray MacBain (Evans, 6/6), and **Party Games for Young Children**, by Jayne Grey (Ward Lock, 3/6).

CRAFT

Craftwork should be simple and of three kinds:

(a) quickly executed—a model finished in one or two lessons, (b) learning a skill, for example, sewing or knitting (c) collective or (where there is a class), group work, for example a model village, and friezes: see **Equip that Infant Room**, by I. Arneil (Nelson, Teaching Aids Series, 7/-).

Freedom to experiment and improvise is more important at this stage than neatly executed finished productions. Self-confidence and ingenuity are to be encouraged.

For general ideas: **Infant Handwork**, by I. Arneil (Nelson, Teaching Aids Series, 7/-).

Something to Do, by Septima (Young Puffin Original, 5/-).

Cutting out and pasting: make a Scrap Book (which could be sent to a Children's Hospital). Use sugar paper or brown paper. Cut out pictures from catalogues, magazines, etc.; where the supply of these is short scrap reliefs may be obtained, 5/6 a set, from James Galt & Co., Brookfield Road, Cheadle, Cheshire.

The Little Scissors Man, by Constance and Alec Buckels (Macmillan, 4/6).

Modelling: Plasticine, or some other good medium. Individual and group work.

Raffia winding: Bundles of mixed coloured raffia (6/6), serrated mat cards, 3/6 a dozen, serviette ring shapes, 1/4 a dozen, all available from Dryad Handicrafts, Northgate, Leicester.

Make objects from boxes and other waste material.

Keyway Square Counting Sticks (T.N. 11-12) assorted colours, 6/3 a box, (for making patterns and matchstick people). **Plastic Mosaics**, 8/3 a set, all available from Philip & Tacey, Fulham, London, S.W.6.

Objects made from matchboxes, corks and other waste material. For general reference: **Play with a Purpose for Under Sevens**, by E. M. Matterson (Penguin, 4/6). (Ideas for creative play, handwork, music and books).

Sand-tray and shallow bowl or bath of water indoors, or sand-pit and small pool out-of-doors; this produces ingenuity in castle building, journeys and means of transport.